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ABSTRACT

South Carolina's Education Improvement Act (EIA) of 1984 was a comprehensive piece of reform legislation providing for 60 new educational policies and programs. These new activities were funded by a one-cent increase in the state sales tax. The Act requires annual reports that present information concerning the benefits of EIA, provide additional means for assessing student performance as a prelude to reallocating resources, and clarify the technical assistance needed by school districts. This document, the first of the required annual reports, presents an analysis of information in six areas: student achievement, services to special students, services to school personnel, school conditions, community involvement, and public confidence. In order to provide intermediate information on progress as well as in-depth data on programs, both short- and long-term indicators of change are examined. The report's data are frequently presented in tabular or graphic form. The report also contains recommendations concerning the state's incentive programs for teachers, principals, schools, and districts. Appendixes discuss the design of the evaluation of the Remedial and Compensatory Program; list the programs offered in the Administrators' Leadership Academy; and describe public opinion surveys conducted in 1983 and 1985. (PGD)

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WHAT IS THE PENNY BUYING FOR SOUTH CAROLINA?

Assessment of
The South Carolina Education Improvement Act
of 1984

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December 1, 1985

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INTRODUCTION

This is the first in a series of annual reports assessing the impact of the Education Improvement Act of 1984 (EIA). The Act itself requires an annual report and stipulates that the State Board of Education provide the General Assembly with the assessment report by December 1 of each year.

The Education Improvement Act represents South Carolina's effort to address the problems of its public education system. The Act has received a great deal of national attention and has been called the most comprehensive piece of reform legislation in the country. The EIA encompasses some 60 new policies and programs which touch on practically every facet of education. This ambitious undertaking is funded by an increase in the state's sales tax from 4¢ to 5¢ on the dollar. This penny is to provide the additional revenue -- a figure which amounted to $202 million for the first year of implementation.

The major thrust of this and future assessment reports will be to examine the effective use of the additional money provided by the Education Improvement Act. The assessment reports serve three distinct purposes.

1. Provide information to the General Assembly and the public concerning the benefits derived from enactment of the Education Improvement Act.

2. Provide school districts and the Legislature an additional means of assessing student performance in order to adjust and/or redirect resources.

3. Provide the South Carolina Department of Education more detailed information on technical assistance needed by school districts.

The critical question now for taxpayers and legislators is: What is the penny buying for South Carolina? Since many of the programs are being phased-in, this first assessment report will be limited in its ability to fully answer this question. However, in order to provide intermediate information on progress as well as in-depth data on programs, the assessment reports will be presented in a format dealing with both short- and long-range indicators. The short-range indicators provide data that is already available and allow pre-EIA performance to be compared to post-EIA performance. Short-range indicators also include new information that can be gathered rather quickly. The long-range indicators include studies of individual programs that will take two to three years to complete.

This assessment report presents an analysis of information in six areas important to improving education: student achievement, services to special students, services to school personnel, school conditions, community involvement, and public confidence. By examining several indicators in each of the six areas, trends and changes in the education system can be identified. This approach enables us to obtain strong indications as to whether the proposed benefits of the EIA are being realized.

Implementation of the programs in the EIA will require continued efforts from many sources. It is hoped that this report will inform those who read and use it and serve as an incentive to continue the strong support for the EIA so evident during the first year of enactment.

SUMMARY

STUDENT ACHIEVEMENT

During the first year of the Education Improvement Act, academic performance improved at all levels of achievement. This improvement occurred in all grades in all areas except for grade three where mathematics showed maintenance rather than gain.

The percentage of students meeting the **Basic Skills Assessment Program** (BSAP) standards has generally shown steady improvement in all three skill areas (reading, math, and writing), and in all grades (1, 2, 3, 6, 8, and 11) since the first administration of the tests. For 1984-85, this trend continued with the greatest gains seen in the eleventh grade. This grade showed an increase of 9% of the students meeting the standard in math and an 11% increase in writing.

The test score increases on the **Comprehensive Test of Basic Skills** (CTBS) in 1984 and 1985 were the most significant gains in the history of the state's program. As the following table demonstrates, a comparison of gains during 1984 and 1985 with those of earlier years shows the outstanding performance of the last two years. The gains achieved in these two years are more than double those attained in the earlier three years.

History of Gains in Percentage of Students Scoring Above the 50th National Percentile

CTBS/S and U Battery Total 1977 to 1985

	1977 to 1978	*1978 to 1979*	*1979 to 1980*			*1981 to 1982*			*1983 to 1984*	*1984 to 1985*
Grade				*Grade Change*	*Grade*		*New Test Form and Norming Group*	*Grade*		
3	*+2.6%*	*+2.6%*	*+.1%*		*4*	*+1.6%*		*4*	*+9.3%*	*+4.2%*
6	*+1.6%*	*3.2%*	*+1.0%*		*7*	*+2.6%*		*7*	*+5.7%*	*+3.3%*
11	*+.5%*	*+.9%*	*+.1%*		*10*	*+.4%*		*10*	*+5.7%*	*+5.3%*

The fourth grade performance on CTBS is now above the national performance level for all of the seven skill areas and the battery total. The seventh grade scored above the national level in all but two skills areas and the battery total. The tenth grade surpassed the national performance level in six components in 1985 for the first time. This gain left it below the national group in only reading and spelling. The fifth grade, tested for the first time in 1985, performed above the national average in five areas and almost equalled national performance in two others.

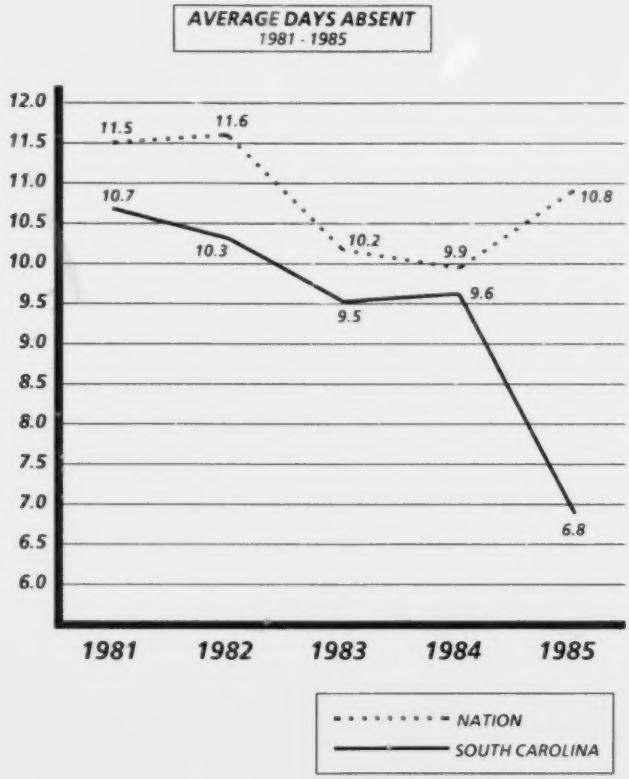
There has been a general "shift" of students upward from the bottom quarter to the top two quarters of the national distribution, indicating that in 1985 students all along the spectrum of performance are improving. In each of the three grades and in all eight achievement areas, the percentage of students in the top two quarters of the national normative distribution showed gains in 1985. Also, in all instances, the percentage of students in the lowest quarter was smaller in 1985. In the lower middle quarter, the percentages dropped in the majority of the instances.

Other Academic Indicators

Concern had been voiced that the stricter standards required by the EIA for attendance, high school graduation, and participation in interscholastic extracurricular activities would increase the number of student dropouts. Statistics show, however, that this did not occur during the first year of the EIA.

Approximately 1,000 more students remained in school in 1984-85 than would have if the rate had remained at the 1983-84 rate of 5.3%. The dropout rate for students in grades nine through 12 declined to 4.7%, the lowest level in the last five years.

In 1984-85, instead of missing an average of nine and a half days, students missed only seven days, a 30% drop in absences. As a result, over 9,300 additional students were present each day - enough to fill 370 classrooms. The South Carolina absence rate fell dramatically while the national absence rate increased.



South Carolina schools as a whole showed no improvement in their ability to keep students until high school graduation in 1984-85. For the last five years, twelfth grade enrollment has remained approximately 30% below the group's ninth grade enrollment. When this figure is corrected for the 3.4% drop in population aged five to 24 years for 1980 to 1984, the situation is still disappointing. At least one out of every four students leaves the system after the ninth grade and before obtaining a diploma.

Holding Power

Ratio of 12th grade enrollment to 9th grade enrollment 3 years earlier

Period	*Percentage of Enrollment*
1977-78 to 1980-81	*70.1*
1978-79 to 1981-82	*70.8*
1979-80 to 1982-83	*70.4*
1980-81 to 1983-84	*70.5*
1981-82 to 1984-85	*69.8*

Preliminary Analysis of the Remedial and Compensatory Programs

A preliminary evaluation of the 1984-85 remedial and compensatory programs indicates that students made impressive gains in both programs in reading and math. The overall gains are shown in the following table.

Table 2-1

Preliminary Analysis
Statewide Average NCE Gain
EIA Remedial/Compensatory Program, 1984-85

Program	*Statewide Average NCE Gain*	*Number of Students Evaluated*
Compensatory Reading	*4.85*	*21,391*
Compensatory Math	*8.91*	*23,036*
Remedial Reading	*3.34*	*20,078*
Remedial Math	*6.65*	*20,032*

Any NCE score gain greater than zero indicates student improvement. In the Chapter 1 federal program, a gain of 1.0 NCE is considered to be good. Based on this point of reference, the gains shown in the remedial and compensatory programs are remarkable. A further review of the programs by grade and subject shows that of the 26 programs evaluated, 22 had gains ranging from 1.17 NCE scores to 14.37 NCE scores, while four programs had losses from .47 to 1.01 NCE scores.

Preliminary Analysis
State NCE Gains
All Students Evaluated
EIA Remedial/Compensatory Programs, 1984-85

Grade	Program	Statewide Average NCE GAIN	Number of Students Evaluated
1	Compensatory Reading	8.36	3848
	Compensatory Math	14.37	4097
	Readiness Reading	8.08	2302
	Readiness Math	13.67	2302
2	Compensatory Reading	1.93	3690
	Compensatory Math	4.98	3450
	Remedial Reading	-1.01	238
	Remedial Math	-0.44	242
3	Compensatory Reading	4.31	3553
	Compensatory Math	6.10	4032
	Remedial Reading	5.05	568
	Remedial Math	-0.47	156
4	Compensatory Reading	6.26	4147
	Compensatory Math	10.45	4804
	Remedial Reading	1.99	441
	Remedial Math	6.35	185
5	Compensatory Reading	1.17	3,853
	Compensatory Math	5.29	4,351
	Remedial Reading	-0.63	754
	Remedial Math	4.87	726
7	Remedial Reading	4.01	8,411
	Remedial Math	7.75	10,169
8	Remedial Reading	2.87	5,615
	Remedial Math	4.80	5,542
11	Remedial Reading	3.48	4,051
	Remedial Math	7.74	3,012

SERVICES TO SCHOOL PERSONNEL

Teacher Demand

The Teacher Loan Program provides loans to talented and qualified state residents who intend to become certified teachers employed in the state in critical need areas. As of June 30, 1985, 157 students from 21 in-state and 2 out-of-state colleges and universities received loans. Thirty-one students have designated mathematics and 13 have designated science as the critical need area in which they plan to teach. Of the 69 school districts declared as rural and, therefore, as critical need areas, 44 have been chosen as an area in which the recipients plan to teach.

Interest In the Teaching Field

Individuals who had obtained their undergraduate degree from outside South Carolina received half of the initial teaching certificates granted in 1984-85, up from approximately 41% in the two previous years. The certification of 1,594 in-state degree recipients represented a decrease from 1983-84, but this number remained slightly higher than the 1982-83 figure.

An opinion poll of a random sample of 400 public school teachers, conducted in August 1985, provides some evidence of a positive effect of the EIA on school personnel. Almost 80% of the teachers agreed that "As a result of the Education Improvement Act, I feel better about being a teacher." Ninety percent think the annual salary adjustments will help the teaching profession remain attractive to teachers in the field and will encourage more college students with greater academic ability to consider a teaching career.

SCHOOL CONDITIONS

Research conducted on effective schools indicates that there are certain factors dealing with the condition of a school that are related to school effectiveness. Included in those factors are positive school climate, high expectations, and an emphasis on academics. In July-August 1985, surveys were conducted of 302 members of the general public, 207 parents with children in the public schools and 400 public school teachers. The results indicate that there is some room for improvement in each area.

One aspect of a positive school climate is a safe, orderly environment which is condusive to teaching and learning. The perceptions of teachers and those of parents and the public as to the safety of the schools and the effective handling of misbehavior show wide disparity. On the postive side, there is a large amount of support for the EIA attendance policy which restricts absences to ten days a year.

Another factor addressed in the opinion surveys concerned the emphasis on academics. The three groups were asked "Would you say that there is an emphasis on learning in the public schools in your part of South Carolina?" The responses were encouraging since 98%, 84%, and 77% of the teachers, parents, and public said "yes". Other responses to the questions about the emphasis on academics are less encouraging, however. Only teachers agree, and not very positively, that teachers emphasize learning more than testing. Even with the EIA requiring stricter standards for participation in interscholastic sports, athletes are not viewed as studying more than before.

Truancy, Suspensions, and Expulsions

Indirect information on a safe and orderly school environment can be obtained by reviewing data on truancy, suspensions, and expulsions. In 1984-85 the number of students with three consecutive days of unlawful absences dropped 46%, and the number with five cumulative absences dropped by 30%.

The percentage of students suspended once dropped by1.2% while the percentage suspended more than once increased slightly to 5.29% of the enrollment. Although the percentage of expelled students remained small at .44%, the 815 students expelled in 1984-85 represented a 51% increase over the previous year.

EIA Building Funds

The Education Improvement Act allocated $55.7 million dollars for the school building program for 1984-85. The funds are to be used a) to renovate, construct, or repair instructional facilities or b) to reduce the millage required to pay principal and interest on bonds issued for such purposes in the last five years unless a waiver is granted.

Thirty-six districts reduced the millage in 1985-86 and six districts would have been required to raise the millage had the EIA funds not been available. Waivers were granted to 16 districts for needed additional classroom space. Seven districts obtained a waiver because of a favorable interest on bond rates. Twenty-nine of the districts did not need a waiver, either they had no debt increase during the last five years or had paid the debt. Two of the six districts which would have had to raise millage also had a waiver for classroom needs or had repaid the 1979-84 debt.

COMMUNITY INVOLVEMENT

Business/Education Partnerships

Business/education partnerships are formal agreements between private sector entities and schools which match educational needs with available business and commercial resources to improve the quality of education within a community. The Education Improvement Act establishes in law the increased cooperation between these two sectors of society in South Carolina. In 1984-85 partnerships were involved in such activities as offering landscaping plans for school groups, teaching a business course developed by the businessmen, instituting a cooperative work program, and providing a youth center.

Status of Community Involvement Programs in South Carolina

School volunteer programs involving varied combinations of parents, civic groups, senior citizens, and business groups are operating in 75 school districts in South Carolina. Highly successful volunteer tutorial programs are established using parents, grandparents, businessmen, retirees, other senior citizens, and college students to serve as tutors in reading and math. They also provide service in such areas as classroom assistance, clinics, and grounds beautification.

Surveys of School-Home-Community Relations

School-Home Relations

The July-August 1985 surveys of the general public, parents with children in the public schools, and public school teachers asked several questions reflecting home-school relations. The responses are encouraging but also reveal a contradiction.

Parents and the public generally agree that parents are happy their children attend public schools and feel schools do communicate the children's progress. They also agree that teachers respect parents views, parent involvement is encouraged, and schools contact parents about problems. Yet, "Most parents really don't know what goes on in public school these days" received a positive response from almost 80% of parents, the public, and teachers.

School-Community Relations

School-community relations offer a less positive picture than school-home relations. All of the four items concerned with this topic elicited positive responses from little more than half of the public. Teachers are much more positive than the other two groups with regard to citizen participation in planning for school improvement, the sponsorship of activities to inform people in the community about the school's goals, and invitations to people outside the school to visit.

School Improvement Councils

Only one fourth of the parents and two thirds of the teachers say they know what a school improvement council is. Those who are familiar with the councils consider them a vital force in the school and agree the school improvement plan is in force. Approximately 80% of the teachers agree that progress toward meeting the objectives of the plan is being reported to parents, but only half of the parents agree.

PUBLIC CONFIDENCE

A large portion of the July-August 1985 opinion polls sought a broad range of information on the opinions and attitudes toward education, schools and the Education Improvement Act. Two questions asked in a July 1983 poll were repeated in the July-August 1985 surveys.

General Issues in Education

Question: "How would you rate the overall quality of education in South Carolina: excellent, good, fair, or poor?"					
		1983	*1985*		
		Public	*Public*	*Parents*	*Teachers*
Response:	*Excellent*	*5%*	*4%*	*5%*	*12%*
	Good	*30%*	*38%*	*44%*	*65%*
	Fair	*36%*	*38%*	*38%*	*19%*
	Poor	*27%*	*14%*	*11%*	*4%*
	Don't Know	*1%*	*6%*	*1%*	---

Since 1983, the public has become slightly more positive in its attitude toward the quality of education. Forty-two percent of the public answered "excellent" or "good" in 1985, an increase from 35% in 1983. Those responding "poor" fell from 27% to 14% during this same time span. The public still disagrees with the view that South Carolina schools cannot improve. Almost ninety percent (88%) disagreed in 1983 and 82% of the public and 83% of parents still disagree in 1985.

Statement: "Our public school system in South Carolina is about as good as it will ever be."				
		1983	*1985*	
		Public	*Public*	*Parents*
Response:	*Strongly Agree*	*6%*	*8%*	*5%*
	Agree	*5%*	*7%*	*6%*
	Disagree	*16%*	*22%*	*23%*
	Strongly disagree	*72%*	*60%*	*60%*
	Don't know	*1%*	*4%*	*5%*

In 1985, parents and members of the public, who said they think the quality of public education is "good," "fair," or "poor," were asked, "Would you say that the overall quality of education in South Carolina is improving, staying the same, or getting worse?". Sixty percent of parents and half the public say education is improving. All teachers, regardless of how they rated the quality of education, were asked what they thought on this issue, and a resounding 90% replied "improving."

Attitudes Toward the Education Improvement Act

Teachers, in particular, have very positive attitudes toward the Education Improvement Act. Over 80% agree that the money is well spent, the implementation of EIA has improved the quality of education, and they feel better about being a teacher as a result of the EIA.

An open-ended question in the survey asked them to explain why they were or were not pleased with the Act. Of those who are pleased, 48% specifically mentioned the emphasis on education and basic skills. The teachers feel more of an incentive to do well and think that more competent teachers will be attracted to the state. In order of frequency, the following positive points of the Act were mentioned: improved salaries, better attendance policies, more emphasis on parent/community involvement, and more available supplies/equipment.

The majority of those not pleased with the Education Improvement Act say that their time has become too occupied with increased paperwork and administrative duties. Many of the individuals polled state that it is just too early to assess the Act. Many also complain that the Act is implemented differently from county to county. Some teachers feel that school is not "fun" anymore since there is so much "time on task" in the classroom. They consider field trips and other activities as being important for well-rounded learning.

Attitudes Toward Public Education

Less than half of the parents and one third of the public think that students in the public schools are excited about learning. Sixty-six percent of the teachers, however, do feel that students are excited. One of the more encouraging reactions was in response to the statement, "Parents in our area are happy their children attend public schools." Eighty-two percent of parents, 92% of teachers, and 73% of the public agreed.

CHAPTER 1

ACADEMIC ACHIEVEMENT

The primary goal of the Education Improvement Act is to increase the academic achievement of all South Carolina's students. In the Act, the General Assembly took several steps to encourage academic excellence and foster an atmosphere for learning in the schools. Units for high school graduation were increased from 18 to 20, requirements for participation in interscholastic activities were raised, the attendance policy was strengthened, and in-school learning time was emphasized.

To assess whether academic achievement has improved since the implementation of the EIA, this chapter will use test data which allow student performance to be compared to a set standard (the state developed criterion-referenced tests) and to the performance of a national sample of students (nationally administered norm- referenced tests). Changes in performance by quartiles and test scores of students receiving free lunches and reduced price lunches will be analyzed to determine if performance is improving among all segments of the student population.

In addition to test data, the chapter will review items which are generally related to high academic achievement such as attendance, dropout rates, and success in college. The following outline lists the indicators which will be examined in this first assessment report.

- Student test scores on:

  Cognitive Skills Assessment Battery (CSAB)

  Basic Skills Assessment Program (BSAP)

  Comprehensive Test of Basic Skills (CTBS)

  Scholastic Aptitude Test (SAT)

  American College Test (ACT)

- Student test scores by quartiles
- Dropout rates and holding power
- Student attendance
- Teacher attendance
- Success of South Carolina's high school graduates in the state's institutions of higher education

Indicators which will be examined in future reports include:

- Trends in course difficulty chosen by high school students
- Test scores on the high school exit examination
- Performance on the SAT and ACT of college preparatory students compared to that of noncollege preparatory students

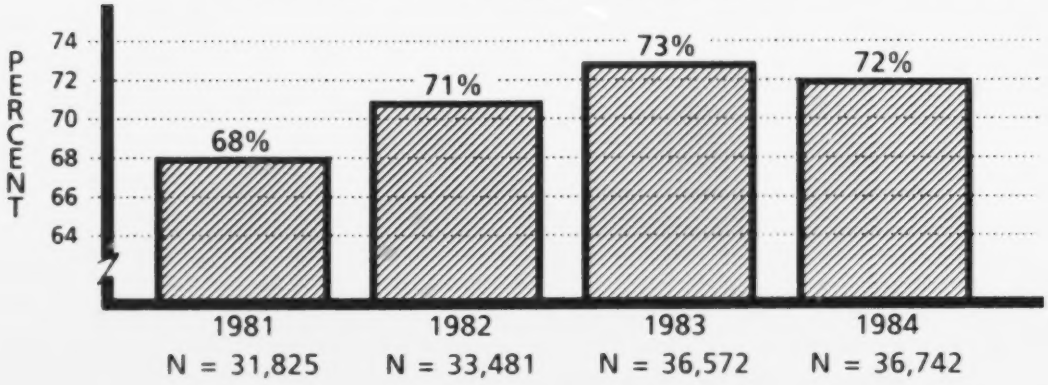
Cognitive Skills Assessment Battery

The Cognitive Skills Assessment Battery (CSAB) is used to determine a first grade student's "readiness" for first grade work. Since readiness is developmental in nature, not all of the state's first graders will test as "ready." Factors such as age, motor development, and home environment affect an individual's "readiness" for school. The magnitude of some differences associated with environmental factors may be reduced by kindergarten and other such experiences during early childhood, but not all differences related to readiness can be eliminated.

From 1979 to 1983, the percentage of students tested as "ready" steadily increased. During 1984, however, "readiness" dropped .2% to 72.4% (see Table 1-1). While a drop of .2% is not considered to be significant, it may indicate that a "leveling-off" effect has occurred. If a leveling-off has been reached, one reason may be the amount of participation in kindergarten programs. In 1979, 7% of the students tested were reported as not participating in any formal program as five-year-olds. By 1984, the lack of participation had been reduced to 1.9%. As more students with predicted significant readiness deficiencies participate in the half-day program for four-year-old children, the percentage of students "ready" for school may again increase.

Table 1-1

Cognitive Skills Assessment Battery (CSAB)
Percentage of Five-Year-Old Students
Tested As "Ready" For First Grade Work



Basic Skills Assessment Program

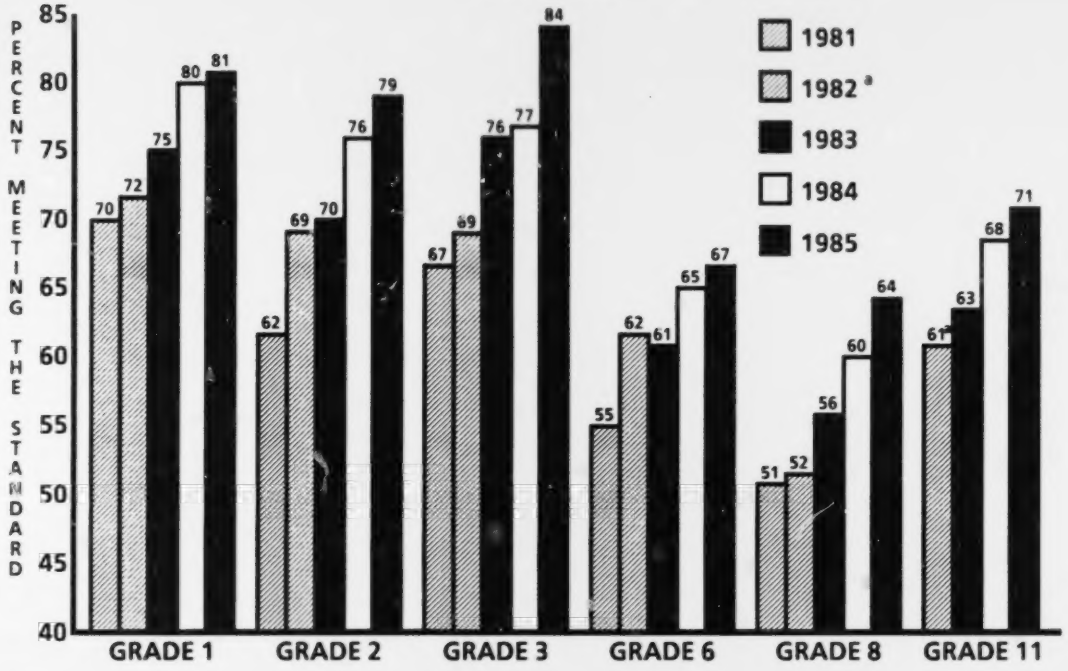
The Basic Skills Assessment Program (BSAP) is designed to measure a student's mastery of certain skills against a state standard for a particular grade. The skill objectives on which the tests are based reflect the views of South Carolina educators concerning desired learning outcomes at each grade.

There is no fixed difficulty for the tests across the grades so a comparison of the percentage of students meeting the standard in succeeding grades may be misleading. However, the degree of difficulty of the tests within a grade remains essentially the same from year to year so comparisons may be made within a grade level over time.

Since the first administration of the BSAP tests, the percentage of students meeting the standard has generally shown steady improvement in all three skill areas and in all grades (see Tables 1-2, 1-3, 1-4). For 1984-85, this trend continued with the greatest gains seen in the eleventh grade. This grade showed an increase of 9.3% of the students meeting the standard in math and an increase of 10.9% in writing.

Table 1-2

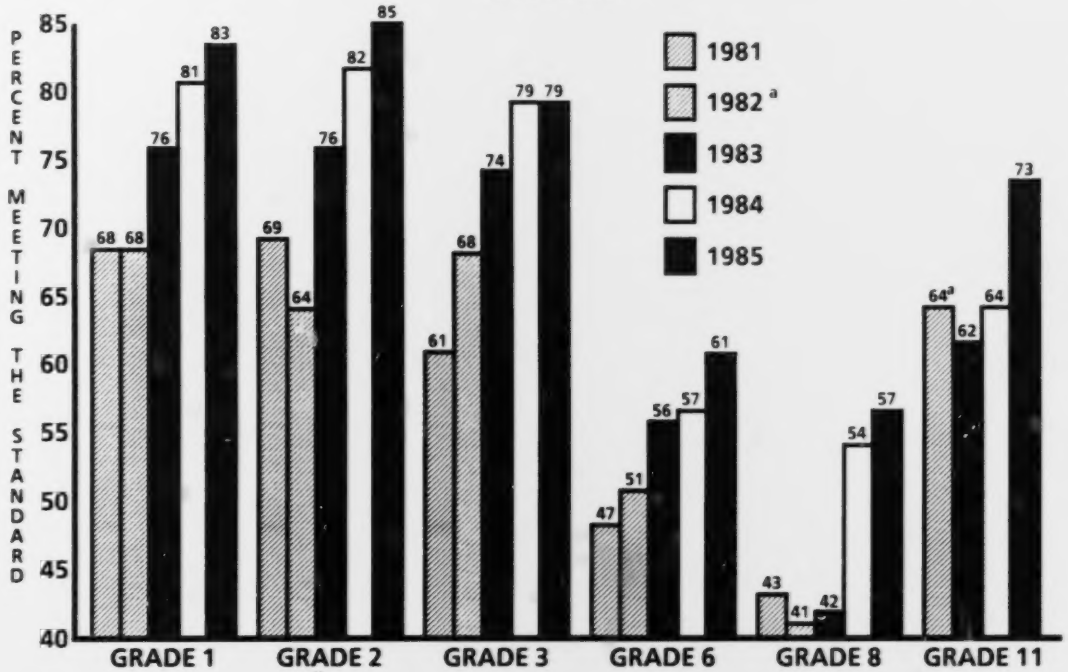
BASIC SKILLS ASSESSMENT PROGRAM (BSAP)
Percentage of Students Meeting the Standard in Reading
1981 to 1985



[a]The 1982 percentage for Grade 11 is an estimate based on sample data.

Table 1-3

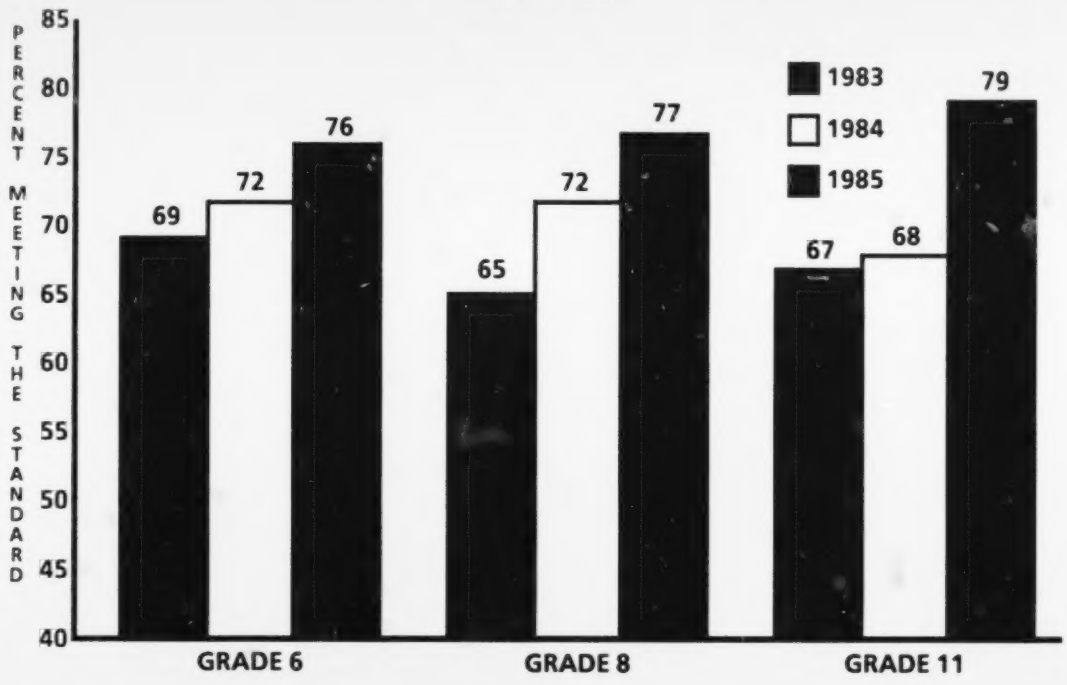
BASIC SKILLS ASSESSMENT PROGRAM (BSAP)
Percentage of Students Meeting the Standard in Mathematics
1981 to 1985



[a]The 1982 percentage for Grade 11 is an estimate based on sample data.

Table 1-4

BASIC SKILLS ASSESSMENT PROGRAM (BSAP)
Percentage of Students Meeting the Standard in Writing
1983 to 1985



Individual districts have also exhibited improvement, as an increasing number of districts have more than 50% of their students above standard. In grades one, two, and three, 91 districts had 50% or more of their students above the standard in reading and math in 1984-85. Although the performance in grades six, eight, and eleven has not equalled that of the lower grades, there are indications of improvement. For example, 29 districts had fewer than 29% of the eighth grade students at the standard in reading in 1982-83, but by 1984-85 only five districts had this level of performance (see Table 1-5). For additional information on student performance on the BSAP, see "Report on the Implementation of the Basic Skills Assessment Program," Office of Research, South Carolina Department of Education, 1985.

Table 1-5

BSAP TEST SCORE SUMMARY

Number of Districts with Percentage of Students Meeting the Standard in Reading and Math

1983 through 1985

Students Meeting Standard	*Grade 1*						*Grade 2*						*Grade 3*					
	Reading			*Math*			*Reading*			*Math*			*Reading*			*Math*		
	83	*84*	*85*	*83*	*84*	*85*	*83*	*84*	*85*	*83*	*84*	*85*	*83*	*84*	*85*	*83*	*84*	*85*
90-100%	2	2	11	3	4	13		2	2	5	14	26	2	3	11	1	4	6
80-89%	19	46	47	27	50	54	12	21	37	25	35	41	20	20	48	26	33	35
70-79%	40	30	28	32	30	22	25	32	35	29	26	22	32	33	22	24	28	35
60-69%	23	11	6	25	7	3	36	24	15	21	11	1	19	26	10	25	23	14
50-59%	7	3		5	1		11	9	2	6	6	2	13	5	1	10	2	2
40-49%	1						5	4	1	5			2	4		4	1	
30-39%							2						4			1	1	
20-29%							1			1				1		1		

Table 1-5 (continued)

Students Meeting Standard	Grade 6						Grade 8						Grade 11					
	Reading			Math			Reading			Math			Reading			Math		
	83	84	85	83	84	85	83	84	85	83	84	85	83	84	85	83	84	85
90-100%													1	1	2	1	1	2
80-89%	1	1	5	3	3	3	1	1	2		1	2	5	8	8	4	4	18
70-79%	12	21	19	7	10	14	5	7	18	2	6	10	11	19	33	12	16	33
60-69%	22	21	39	18	18	33	20	25	29	4	15	22	25	25	18	26	30	17
50-59%	26	28	15	21	19	19	26	24	21	13	24	29	20	14	17	22	14	10
40-49%	11	15	10	22	22	11	20	20	13	20	27	13	14	16	9	13	13	9
30-39%	15	2	3	13	12	10	13	11	7	24	12	11	10	5	3	7	7	2
20-29%	3	3	1	5	5	2	4	3	2	17	2	5	5	3	2	7	5	1
10-19%	2	1		3	3		3	1		8	4		1	1			2	
1-9%										4	1							

Comprehensive Test of Basic Skills

The Comprehensive Test of Basic Skills (CTBS) allows the performance of students in South Carolina to be compared to that of a national sample of students. The test scores for 1985 continued the positive trend exhibited during the previous eight years of the testing program. In fact, the increases in test scores in 1984 and 1985 are the most significant gains in the history of the state's testing program. Although the state has tested students using the CTBS since 1977, changes in test form, in the norming group, and in grades tested limit the longitudinal comparison of test scores to the last three test administrations--1983, 1984, and 1985. However, gains in test scores can be compared across years.

Table 1-6 demonstrates the history of gains in the battery total since 1977. A comparison of 1984 and 1985 gains with those of earlier years shows the outstanding performance of the last two years. The total gain for 1977-1980 was 5.3% for grade three, 5.8% for grade six, and 1.5% for grade eleven. For 1983-85 the total gain for grade four was 13.5%, for grade seven, 9% and for grade ten, 11%. The gains achieved in two years are more than double those attained in the earlier three years.

Table 1-6

History of Gains in Percentage of Students Scoring Above the 50th National Percentile

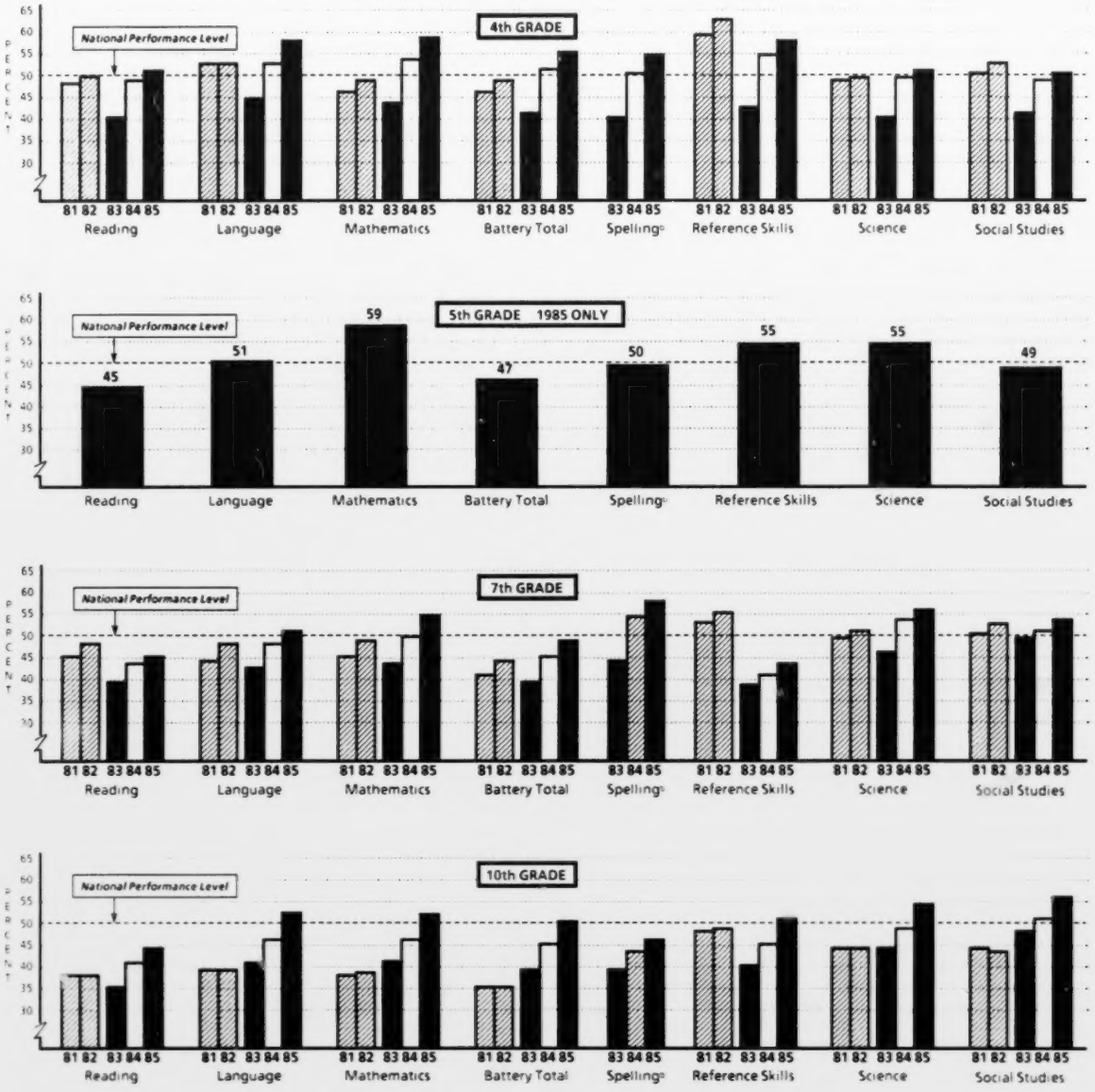
CTBS/S and U Battery Total 1977 to 1985

	Grade Change				New Test Form and Norming Group		
Grade	1977 to 1978	1978 to 1979	1979 to 1980	Grade	1981 to 1982	Grade	1983 to 1984	1984 to 1985
3	+2.6%	+2.6%	+.1%	4	+1.6%	4	+9.3%	+4.2%
6	+1.6%	3.2%	+1.0%	7	+2.6%	7	+5.7%	+3.3%
11	+.5%	+.9%	+.1%	10	+.4%	10	+5.7%	+5.3%

The percentage of students scoring above the national average from 1981 through 1985 is shown in Table 1-7. The fourth grade performance in 1985 shows an average gain of 3.6% across the seven skills areas and the battery total which now places it above the national performance level for all the components. The seventh grade averaged 3.1% gains and as a result now scores above the national level in all but two skills areas, reading and reference skills, and the battery total. The tenth grade, with its 5.1% average gains, surpassed the national performance level in six components in 1985 for the first time. This gain left it below the national group in only reading and spelling. The fifth grade, tested for the first time in 1985, performed above the national average in language, math, reference skills, and science and almost equalled national performance in spelling and social studies (Table 1-7). For more detailed information on student performance on the CTBS see "South Carolina Statewide Testing Program, Summary Report," Office of Research, South Carolina Department of Education, 1985.

Table 1-7

Comprehensive Test of Basic Skills
CTBS/S* and CTBS/U
Percentages Scoring Above the National Average and Comparison to National Performance Level



*1981 and 1982 - CTBS/S, 1983 through 1985- CTBS/U. Between the 1982 and 1983 testings, the form of the CTBS and the norming group changed. Therefore, the CTBS/S scores cannot be compared to the CTBS/U scores. The amount of increase in scores from 1981 to 1982 can be compared, however, to the increases from 1983 on.

°Spelling was a part of language for 1981 and 1982.

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Discussions of the improved achievement levels of South Carolina students usually use such indicators as "percentage of students above the national median," "number of additional districts with 50% of students above the national median," and "South Carolina mean scores compared to the national mean." All of these indicators have improved and they demonstrate that overall achievement levels of the students in the state have risen in all subject areas in all grades.

However, the Education Improvement Act seeks to improve the academic performance of all students, and these indicators do not show whether the full spectrum of students is achieving. To determine this, it is necessary to look at student performance on either side of the national median--are the percentages tending to increase in both upper quarters or more in one than the other, and are the percentages of students moving out of both lower quarters equally or mostly from one?

Table 1-8 shows the percentages of South Carolina students in each quarter of the national normative distribution for 1984 and 1985. For the three grades in eight achievement areas, it is possible to make 24 comparisons of performance by quarters of the distribution between 1984 and 1985. As Table 1-8 shows, in all instances the top two quarters showed gains in 1985. Also, in all 24 instances the percentage of students in the lowest quarter was smaller in 1985. In the lower middle quarter, the percentages dropped from 1984 to 1985 in 14 instances, increased in seven instances, and in four instances there was no change. This general "shift" of students upward from the bottom to the top two quarters of the national distribution indicates that students all along the spectrum of performance improved. The gains in "mean scores" and "percentage above the national median" seem not to have been accomplished at the expense of students at lower achievement levels.

Table 1-8

CTBSIU, Percentages of South Carolina Students in Each Quarter
National Normative Distribution
1984 and 1985

Grades 4, 7, and 10

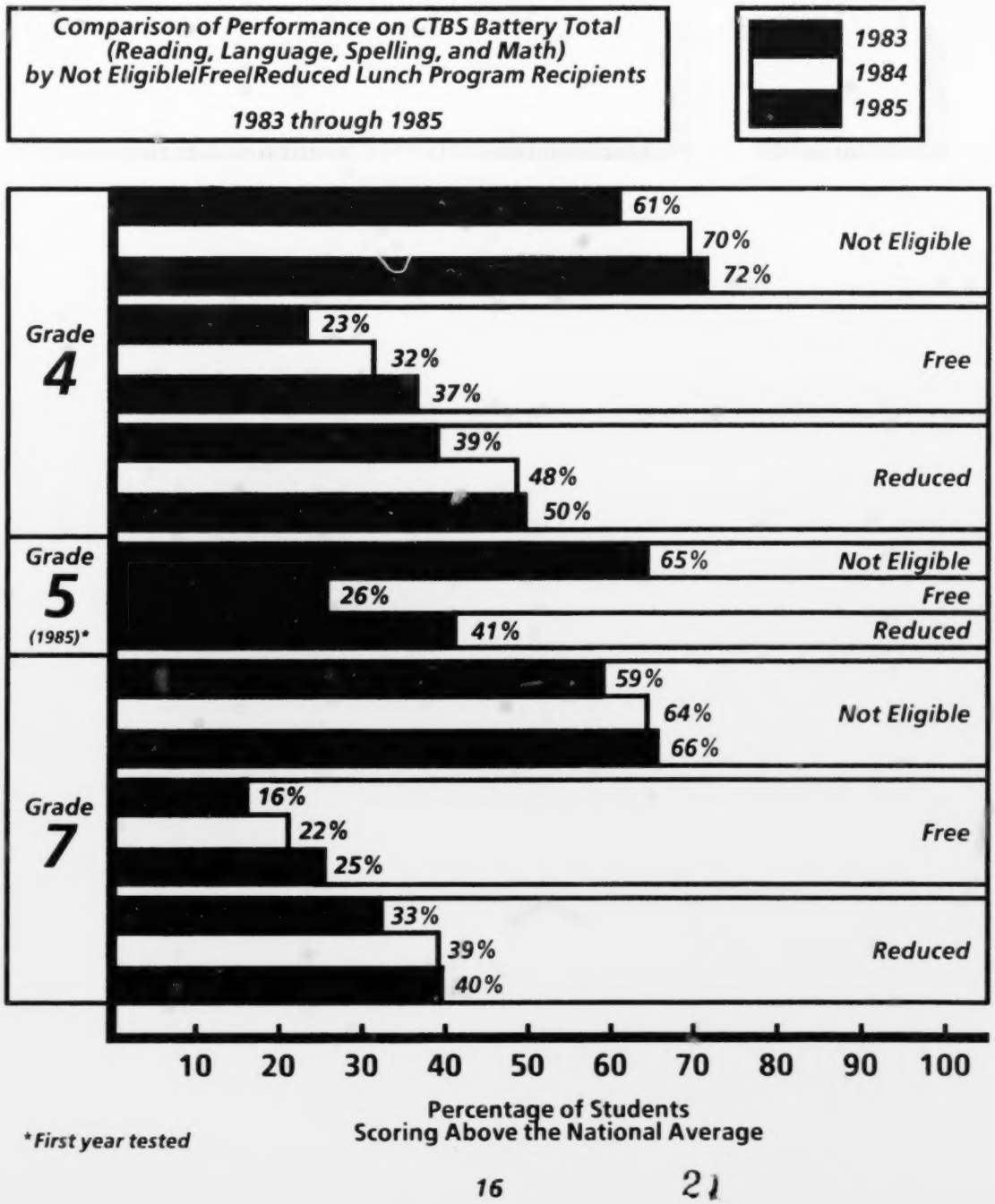
Grade	National[a] Quarters	Reading		Spelling		Language		Mathematics		Battery Total		Reference Skills		Science		Social Studies	
		1984	1985	1984	1985	1984	1985	1984	1985	1984	1985	1984	1985	1984	1985	1984	1985
4	76-99	24.6	26.6	28.5	31.0	28.0	31.7	30.9	34.5	26.3	29.4	28.9	30.8	23.5	25.5	23.0	24.3
	51-75	24.2	25.1	22.1	23.7	25.3	26.4	23.4	24.6	25.4	26.5	26.4	27.5	26.3	26.9	26.0	26.9
	26-50	28.8	29.3	25.8	25.7	26.7	25.7	27.1	26.2	27.1	27.1	24.8	24.8	26.8	27.0	27.5	27.8
	1-25	22.5	19.0	23.5	19.6	19.9	16.3	18.6	14.6	21.2	17.1	20.0	16.9	23.4	20.6	23.6	21.1
7	76-99	20.0	21.2	24.5	25.8	24.0	26.7	24.5	27.7	21.8	24.0	21.5	23.0	24.3	26.1	25.3	26.3
	51-75	23.7	24.7	30.2	32.1	24.3	24.9	25.9	27.4	24.1	25.2	20.6	21.3	29.3	30.8	26.3	27.1
	26-50	30.2	30.2	23.0	22.8	28.1	27.9	25.9	24.9	29.3	28.9	37.3	37.2	24.9	24.1	27.3	27.0
	1-25	26.0	23.9	22.4	19.3	23.6	20.4	23.7	19.9	24.8	21.8	20.7	18.5	21.6	19.0	21.1	19.6
10	76-99	20.4	23.0	19.8	21.5	26.6	31.1	24.8	29.2	26.4	30.4	22.5	26.2	22.9	26.9	28.9	32.4
	51-75	21.1	22.2	24.2	25.6	20.1	22.0	22.4	24.0	19.4	20.7	23.9	25.9	26.2	27.9	22.8	24.0
	26-50	22.1	23.0	24.1	24.3	21.0	20.8	21.4	21.2	21.1	21.7	22.2	22.2	19.0	18.9	22.7	22.2
	1-25	36.5	31.6	31.8	28.4	32.3	25.9	31.4	25.3	33.1	27.1	31.4	25.6	31.9	26.1	25.6	21.2

[a]The national percentile ranges of 76-99, 51-75, and 1-25 represent the upper, upper middle, lower middle, and lower quarters of the national distribution, respectively

Table 1-9 presents a breakdown of scores on the CTBS battery total by lunch program eligibility. The federal lunch program provides reduced prices and free lunches to students whose families are in lower income brackets. Historically, these students, as a group, have not performed as well on the CTBS. Tracking the performance of these students during the implementation of the Education Improvement Act will provide an indication as to whether students from lower income backgrounds are benefitting from the Act.

For the three years the information is available, the fourth and seventh grade students in the free and reduced lunch programs have made gains on a par with non- eligible students. The free lunch group of students outgained the non-eligible students in both grades from 1984-1985. This information, although limited, provides some evidence that the schools are increasing the performance of students with historically lower levels of achievement.

Table 1-9



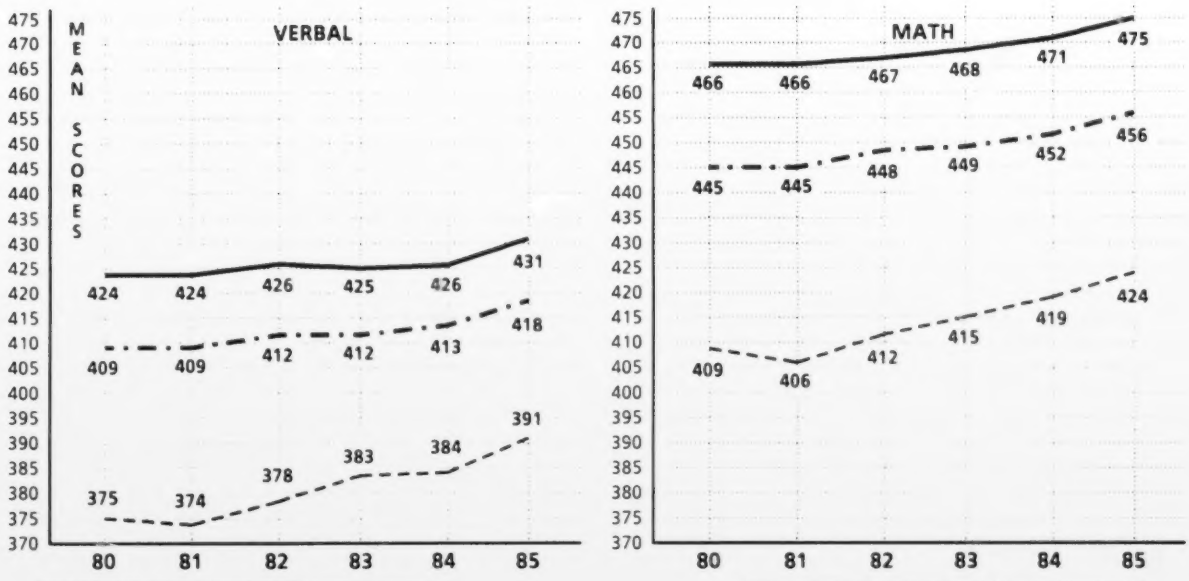
Scholastic Aptitude Test

South Carolina students have continued to improve their performance on the Scholastic Aptitude Test (SAT). Both the Scholastic Aptitude Test (SAT) and the American College Test (ACT) measure those academic abilities which are related to successful performance in college. These tests provide a means for comparing the performance of South Carolina students to that of a national sample of students.

The mean scores for South Carolina students gained seven points in the verbal portion of the SAT and five points in the math portion, for a total of 12 points in 1985. Since 1980, South Carolina's verbal mean score has increased by 16 points. During this same time span, the national average increased by seven points and the southern region increased by nine points. In math, the state's scores showed a gain of 15 points, as compared to the national increase of nine points and the southern gain of 11 points. As a result, the gap between national and southern performance and that of the state has been narrowed slightly (Table 1-10).

Table 1-10

Mean Scholastic Aptitude Scores (SAT)
1980 - 1985 High School Seniors



Number of South Carolina examinees	
1980	20,322
1981	20,360
1982	19,957
1983	18,228
1984	18,029
1985	18,298

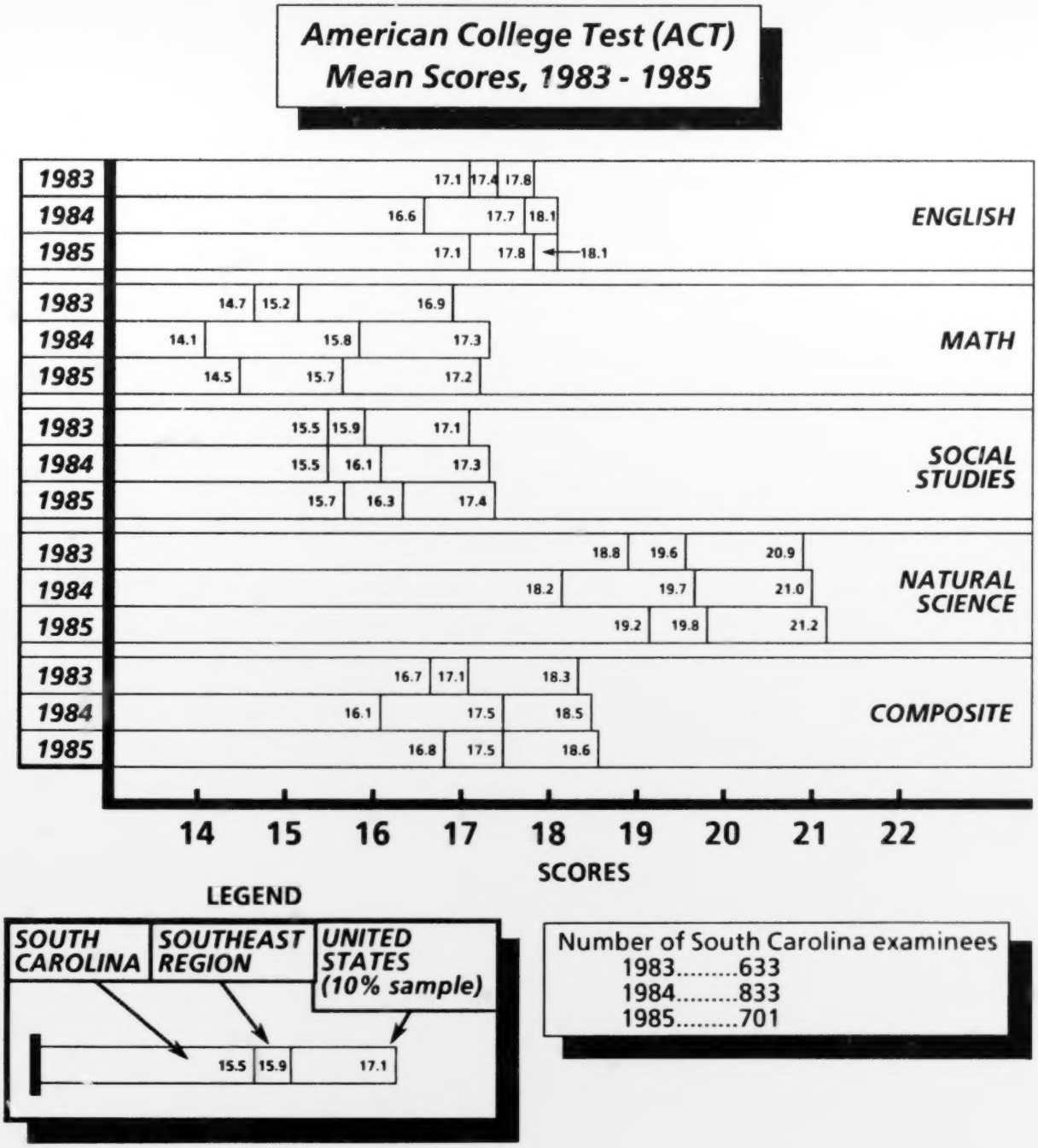
UNITED STATES
SOUTHERN REGION
SOUTH CAROLINA

Number of South Carolina examinees	
1980	20,322
1981	20,359
1982	19,956
1983	18,226
1984	18,029
1985	18,298

American College Test

The number of South Carolinians taking the ACT remains small (701 students in 1985). The ACT is used for admissions by more colleges west of the Mississippi River while the SAT is used by more colleges in the East. For the last three years, the performance of the few students taking the exam has remained relatively stable and within two to three points of the mean scores for the national sample (Table 1-11).

Table 1-11



Other Academic Indicators

In assessing academic achievement, it is important to examine indicators of student attendance and retention rate in school. If students and their teachers are not in the classroom, it is much more difficult for the students to master the skills needed in such subjects as mathematics and English. Too, the ability of the school system to hold students until high school graduation has important implications for the state's economic well-being. The difference in average annual income between a high school graduate and a nongraduate is approximately $3,000 per year. Industries looking at South Carolina as a location for plant sites consider the percentage of high school graduates in the population to be one good indication of the skill level of the work force.

To strengthen student attendance and emphasize academics, the Education Improvement Act provided stricter attendance requirements, increased the number of units needed for a high school diploma from 18 to 20, and raised the grade average needed to participate in interscholastic extracurricular activities. There was concern that the stricter standards would increase the number of student dropouts; however, this did not occur during the first year of EIA. For 1984-85, the dropout rate declined and student attendance increased.

Dropout Rate

The dropout rate for students in grades nine through twelve declined to 4.7%, the lowest level in five years (Table 1-12). This reduction meant that approximately 1,000 more students remained in school than would have if the rate had remained at the 1983-84 rate of 5.3%.

Table 1-12

Student Dropout Rates

Percentage of 9th - 12th grade dropouts to enrollment

Year	Total Student Dropouts	Percent of Enrollment
1980-81	11,651	6.0
1981-82	10,599	5.6
1982-83	9,314	5.0
1983-84	9,659	5.3
1984-85	8,605	4.7

Student Attendance

The new EIA attendance regulations allowing only a maximum of ten absences were in effect for the first time during the 1984-85 school year. The increase in the student attendance rate from 94.7% to 96.2% meant that an additional 9,200 students were present each day. This figure was enough to fill 371 classrooms (see Illustration 1-1). Instead of missing an average of nine and a half days, the average student missed only seven days during the 180 day school year. This represents a 30% drop in absences (Table 1-13).

Illustration 1-1

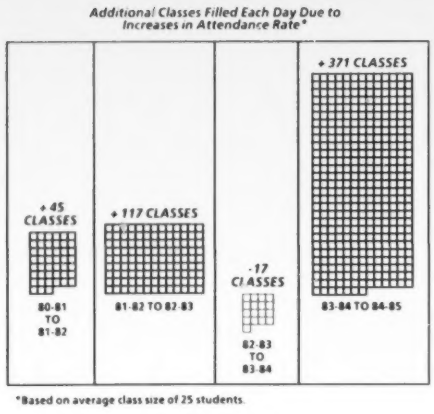

Additional Classes Filled Each Day Due to Increases in Attendance Rate*
+ 45 CLASSES
80-81 TO 81-82
+ 117 CLASSES
81-82 TO 82-83
-17 CLASSES
82-83 TO 83-84
+ 371 CLASSES
83-84 TO 84-85
*Based on average class size of 25 students.

Table 1-13

Student Attendance

Percentage of Average Daily Attendance (ADA) to Average Daily Membership (ADM) for Students

Year	*Percentage*	*Average Days Absent*
1980-81	*94.07*	*10.7*
1981-82	*94.26*	*10.3*
1982-83	*94.74*	*9.5*
1983-84	*94.67*	*9.6*
1984-85	*96.21*	*6.8*

Teacher Attendance

Data on teacher attendance were collected for the first time in 1984-85 and showed an overall rate of 96%. This figure represents an absence of seven and a half days during the 190 day contract, excluding long term illness and professional leave (Table 1-14). This attendance rate is comparable to that of students who attend school 180 days (Table 1-12), and the two groups show similar absence rates for 1984-85.

Table 1-14

Teacher Attendance

Total days of employment minus total days absent (excluding long term illness and professional leave) compared to total days employment, 190 day contract.

Year	*Percentage*	*Average Days Absent*
1984-85	*96.0*	*7.6*

Holding Power

The ability of the public school system to keep students in school until high school graduation or "Holding Power," can be estimated with a statistic which compares the high school senior class enrollment to the same group's enrollment in the ninth grade (Table 1-15). For the last five years, twelfth grade enrollment has remained approximately 30% below the ninth grade enrollment. An estimated 3.4% of the loss can be attributed to a drop in the state's population aged five to 24 years during 1980-84. Nonetheless, at least one out of every four students leaves the system before obtaining a diploma.

Table 1-15

Holding Power

Ratio of 12th grade enrollment to 9th grade enrollment 3 years earlier

Period	*Percentage of Enrollment*
1977-78 to 1980-81	*70.1*
1978-79 to 1981-82	*70.8*
1979-80 to 1982-83	*70.4*
1980-81 to 1983-84	*70.5*
1981-82 to 1984-85	*69.8*

College Success

The success of college freshmen provides another indirect measure of the academic performance of the state's students. The latest data available reflect figures for students entering college in 1984-85. These students graduated from high school a year before EIA was implemented. The 1984-85 freshmen were not quite as successful in passing their courses as the two previous groups of freshmen (Table 1-16). The total percentage of completed courses passed was 91.4% in 1982-83, 91.3% in 1983-84, and 90% in 1984-85. All types of courses exhibited a slight decline from 1983-84 to 1984-85. Mathematics showed the greatest decline, from a passing rate of 85.9% to 83.4%.

Table 1-16

College Success of South Carolina High School Graduates
Enrolled as College Freshmen in South Carolina Schools

	1982-83		1983-84		1984-85	
Subject	Total Courses Passed	Percentage of Courses Passed	Total Courses Passed	Percentage of Courses Passed	Total Courses Passed	Percentage of Courses Passed
Language Arts	13,533	92.7	12,605	92.9	12,076	91.8
Mathematics	9,105	87.3	8,130	85.9	7,947	83.4
Science	6,710	89.2	5,889	89.1	6,256	89.0
Social Studies/Science	13,235	92.0	11,442	91.8	11,233	90.5
Sub Total	**42,583**	**89.8**	**38,066**	**90.4**	**37,512**	**89.1**
Elementary & Secondary Education	561	94.4	542	93.0	563	92.4
Business	4,082	89.5	3,598	89.3	3,170	87.7
Foreign Language	1,883	92.7	1,841	93.2	1,803	90.5
Fine Arts	2,635	94.0	2,277	94.5	2,575	93.9
Other	9,354	94.1	8,821	94.9	8,808	93.9
Sub Total	**18,515**	**93.1**	**17,079**	**91.6**	**16,919**	**92.3**
Total Percentage of completed courses passed by freshmen	**61,098**	**91.4**	**55,145**	**91.3**	**54,431**	**90.0**

	1982-83	1983-84	1984-85
Number of high school graduates admitted to freshman class	16,880	15,465	15,142
% of high school graduates	(43.7)	(41.2)	(41.9)
Number of freshmen reported	14,978	13,593	13,535
% of total admitted	(88.7)	(87.9)	(89.4)
Number attended in state	14,539	13,175	13,239
Sub-freshmen courses	1,572	1,635	1,514
Withdrew from college	403	322	381

CHAPTER 2

SERVICES TO GROUPS OF STUDENTS

The Education Improvement Act provides services to groups of students through special programs. The services include a half-day program for four-year-olds with predicted learning deficiencies, the gifted and talented program, a program for compensatory and remedial students, and advanced placement courses for high school juniors and seniors.

Over time, this section of the assessment report will seek to establish the contribution made by special services to student achievement. An attempt will also be made to determine types of programs which appear to be more effective in providing services to special groups of students. The data will undergo further examination to determine if special services improve the ability of students to acquire higher order thinking skills.

Currently, there is little information available for assessing services to students. The data available for this report include:

- Number of students served in preschool; gifted and talented; compensatory and remedial programs; and advanced placement courses; and descriptions of implementation
- Performance of students in remedial and compensatory programs

In future reports, additional data which will be analyzed include:

- Performance of students over time who participated in the four-year-old program
- Changes in SAT and ACT scores for higher order thinking skills
- Reactions of students, parents, and teachers to the gifted and talented program
- Student scores on the Advanced Placement Examination
- Vocational education student placement rates
- Performance over time of students served in remedial and compensatory programs, and the effectiveness of the various program models

Students Served in Special Programs
135-Day and Summer School Reports

Program	*Number of Students Served During School Year*	*Additional Students Served in Summer School*[1]
Compensatory, Grades 1-6	*76,223*	*1,202*
Remedial, Grades 2-6 and 7 "special"	*20,559*	*255*
Remedial, Grades 7-12	*97,352*	*540*
Gifted and Talented	*18,150*	*591*
Advanced Placement	*6,588*	--
Half-Day Child Development	*3,847*	--

[1] *These numbers do not include students who received service during the school year and also in summer school.*

Compensatory and Remedial Programs

The compensatory education programs serve students who have not formed the appropriate basis for learning. This type of program is applicable to students in grades one through six who score at or below the 25th percentile on the Comprehensive Test of Basic Skills or on the Basic Skills Assessment Program in reading and/or mathematics.

The remedial education programs serve students who have not adequately mastered the skills and concepts presented through previous instruction. This type of program is designed to reteach and reinforce specific basic skills. As a result of unlearned skills and concepts, these students have developed gaps in learning which restrict or impede progress in reading, writing, and/or mathematics. The remedial education program is applicable to students in grades two through twelve scoring below state standards on BSAP tests or the equivalent of the CTBS, but above the 25th percentile; to students in grades seven through twelve at or below the 25th percentile in reading and mathematics, and/or writing; and to students in grade seven scoring below the BSAP standard but above the 25th percentile in reading, mathematics, and/or writing.

Evaluation of the 1984-85 Compensatory and Remedial Programs

The preliminary evaluation of the 1984-85 remedial and compensatory programs indicates that students made impressive gains in both programs in reading and mathematics. The study found the overall gains shown in Table 2-1.

Table 2-1

Preliminary Analysis
Statewide Average NCE Gain
EIA Remedial/Compensatory Program, 1984-85

Program	*Statewide Average NCE Gain*	*Number of Students Evaluated*
Compensatory Reading	*4.85*	*21,391*
Compensatory Math	*8.91*	*23,036*
Remedial Reading	*3.34*	*20,078*
Remedial Math	*6.65*	*20,032*

Any NCE score gain greater than zero indicates student improvement. In the Chapter I federal program, a gain of 1.0 NCE is considered to be good. Based on this point of reference, the gains shown in the remedial and compensatory programs are remarkable. A review of the programs by grade and subject (Table 2-2) shows that of the 26 programs evaluated, 22 had gains ranging from 1.17 NCE scores to 14.37 NCE scores, while four programs had losses from .47 to 1.01 NCE scores. Discussions of NCEs and the evaluation design are included in Appendix A. It should be kept in mind that these results are preliminary; the Department of Education is currently validating the data with the schools.

From Table 2-2, it can be seen that grade one exhibited a greater number of large gains than did other grades. It also appears that the mathematics programs in most grades had greater gains than reading programs. The gains for mathematics programs in grades 1, 4, 5, 7, 8 and 11 are particularly encouraging, as are gains for some of the reading programs in grades 1, 3, 4, and 7.

The 1984 and 1985 test scores of students participating in remedial and compensatory programs were matched using the computer. When matches were not made, records were inspected and matched manually. Scores on pretests and posttests were converted to NCE scores and a gain score was obtained for each student by subtracting the pretest NCE from the posttest NCE. These individual gain scores were then aggregated across students to obtain an average statewide gain for each program.

Table 2-2

Preliminary Analysis
State NCE Gains
All Students Evaluated
EIA Remedial/Compensatory Programs, 1984-85

Grade	Program	Statewide Average NCE GAIN	Number of Students Evaluated	Pretest	Posttest
1	Compensatory Reading	8.36	3,846	CSAB, 1984	BSAP, 1985
	Compensatory Math	14.37	4,097	CSAB, 1984	BSAP, 1985
	Readiness Reading	8.08	2,302	CSAB, 1984	BSAP, 1985
	Readiness Math	13.67	2,302	CSAB, 1984	BSAP, 1985
2	Compensatory Reading	1.93	3,690	BSAP, 1984	BSAP, 1985
	Compensatory Math	4.98	3,450	BSAP, 1984	BSAP, 1985
	Remedial Reading	-1.01	238	BSAP, 1984	BSAP, 1985
	Remedial Math	-0.44	242	BSAP, 1984	BSAP, 1985
3	Compensatory Reading	4.31	3,553	BSAP, 1984	BSAP, 1985
	Compensatory Math	6.10	4,032	BSAP, 1984	BSAP, 1985
	Remedial Reading	5.05	568	BSAP, 1984	BSAP, 1985
	Remedial Math	-0.47	156	BSAP, 1984	BSAP, 1985
4	Compensatory Reading	6.26	4,147	BSAP, 1984	CTBS, 1985
	Compensatory Math	10.45	4,804	BSAP, 1984	CTBS, 1985
	Remedial Reading	1.99	441	BSAP, 1984	CTBS, 1985
	Remedial Math	6.35	185	BSAP, 1984	CTBS, 1985
5	Compensatory Reading	1.17	3,853	CTBS, 1984	CTBS, 1985
	Compensatory Math	5.29	4,351	CTBS, 1984	CTBS, 1985
	Remedial Reading	-0.63	754	CTBS, 1984	CTBS, 1985
	Remedial Math	4.87	726	CTBS, 1984	CTBS, 1985
7	Remedial Reading	4.01	8,411	BSAP, 1984	CTBS, 1985
	Remedial Math	7.75	10,169	BSAP, 1984	CTBS, 1985
8	Remedial Reading	2.87	5,615	CTBS, 1984	BSAP, 1985
	Remedial Math	4.80	5,542	CTBS, 1984	BSAP, 1985
11	Remedial Reading	3.48	4,051	CTBS, 1984	BSAP, 1985
	Remedial Math	7.74	3,012	CTBS, 1984	BSAP, 1985

Only those grades in which pretests and posttests were available could be used in the evaluation. Not included in the evaluation were repeating students, students whose 1984 and 1985 test records could not be matched, and those students whose records were incomplete or whose program participation codes were incompatible. Of the 194,134 students served in remedial and compensatory programs in 1984-85, 137,563 were tested and 84,537 were used in the evaluation. Those students used in the evaluation represent 43.5% of the students served and 61.4% of the students tested.

Several classroom organizational approaches and several methods of instruction may be used in implementing the remedial and compensatory programs as mandated by the EIA. In the spring of 1985, the Office of Research sent questionnaires to 1,044 public schools in South Carolina to assess the extent to which the various types of classroom organization and methods of instruction were utilized. A total of 1,011 schools (96.8%) completed and returned the questionnaire. The results of the survey are shown in Tables 2-3 and 2-4.

For a complete review of the remedial and compensatory programs, refer to "Evaluation of the Remedial and Compensatory Program: 1985 Preliminary Report," South Carolina Department of Education, Office of Research, September 1985.

Table 2-3

Types of Classroom Organization Used EIA Remedial/Compensatory Program, 1984-1985

Number and Percent of Times Reported

Program	Special Class	Alternate Class	Floating Teacher	Floating Aide	Readiness Class	Laboratory	Tutor	Other
Compensatory Reading	245* 22.1%**	285 25.7%	72 6.5%	270 24.4%	124 11.2%	48 4.3%	42 3.8%	22 2.0%
Compensatory Mathematics	236 21.3%	287 25.9%	74 6.7%	271 24.5%	115 10.4%	55 5.0%	37 3.3%	32 2.9%
Remedial Reading	229 21.5%	253 23.8%	50 4.7%	235 22.1%	—	95 8.9%	44 4.1%	157 14.8%
Remedial Mathematics	221 20.4%	235 22.7%	49 4.7%	234 22.6%	—	98 9.5%	48 4.6%	159 15.4%

*Schools may have more than one class organization or program in effect.
**Percent of times this class organization was reported for this program.

Table 2-4

Methods of Instruction EIA Remedial/Compensatory Program, 1984-1985

Number and Percent of Times Reported

Program	Directed Teaching	Large Group Instruction	Small Group Instruction	Computer Assisted Instruction	Independent Study	Tutoring	Other
Compensatory Reading	556* 25.3%**	409 18.6%	705 32.1%	196 8.9%	115 5.2%	191 8.7%	25 1.1%
Compensatory Mathematics	547 24.7%	406 18.3%	700 31.6%	227 10.3%	112 5.1%	195 8.8%	26 1.2%
Remedial Reading	565 25.1%	427 19.0%	708 31.4%	186 8.3%	116 5.1%	219 9.7%	32 1.4%
Remedial Mathematics	527 23.8%	408 18.4%	679 30.6%	248 11.2%	107 4.8%	217 9.8%	31 1.4%

*Schools may have more than one class organization or program in effect.
**Percent of time this method of instruction was reported for this program.

Advanced Placement

The advanced placement program provides academically talented students an opportunity to participate in a variety of courses developed by the College Board. Students can receive high school credit for these courses, and if they score at an acceptable level on the Advanced Placement Examination, they will also be eligible to receive college credit. Advanced placement scores are rated on a five-point scale, and a minimum score of three will qualify students for college credit. Beginning with the 1986-87 school year, all secondary schools will be required to offer advanced placement courses.

In the spring of 1985, a total of 5,094 South Carolina students took 6,852 advanced placement exams. This figure was nearly double the number of students taking the exams during the previous year. This increase is a result of a provision in the Education Improvement Act of 1984 which provides funds for advanced placement courses and requires all students enrolled in these courses to take the Advanced Placement Examination.

Forty-one percent of South Carolina students qualified for college credit in 1985 as compared to 56% qualifying in 1984 (see Table 2-5). The percentage of students qualifying for credit was down for seven of the 10 southern states with South Carolina experiencing the largest decrease from the previous year (see Table 2-6). Nationally, the percentage qualifying also showed a decline.

Table 2-5

Scores Obtained by South Carolina Students on the Advanced Placement Examination

Scores	Students		Percentage of Examiners	
	1984	1985	1984	1985
5	327	388	9%	6%
4	547	812	15%	12%
3	1,128	1,616	31%	24%
2	1,095	1,952	31%	28%
1	498	2,084	14%	30%

Table 2-6

The Total Number and Percentage of Students Qualifying for College Credit[1] 1984-1985 Advanced Placement Examination

	1984	1985
SOUTH CAROLINA	$\frac{2002}{3595} = 56\%$	$\frac{2816}{6852} = 41\%$
NATION	70%	67%
SOUTH	62%	57%
Alabama	$\frac{847}{1377} = 62\%$	$\frac{1181}{1950} = 61\%$
Florida	$\frac{7240}{12587} = 58\%$	$\frac{9830}{19389} = 51\%$
Georgia	$\frac{2885}{4246} = 68\%$	$\frac{3235}{4875} = 66\%$
Kentucky	$\frac{732}{1155} = 63\%$	$\frac{930}{1587} = 59\%$
Louisiana	$\frac{573}{1045} = 55\%$	$\frac{738}{1247} = 59\%$
Mississippi	$\frac{360}{821} = 44\%$	$\frac{422}{851} = 50\%$
North Carolina	$\frac{3336}{5091} = 66\%$	$\frac{3774}{5954} = 64\%$
Tennessee	$\frac{2392}{3899} = 61\%$	$\frac{2801}{4654} = 60\%$
Virginia	$\frac{5817}{8195} = 71\%$	$\frac{6799}{9555} = 71\%$

[1] $\frac{\text{Number of '3-5' Scores (i.e., Qualifying for College Credit)}}{\text{Total Number of Exams Taken}} = \text{Percentage}$

Gifted and Talented Program

By August 1987, all gifted and talented students are to be provided programs either during the regular school year or during summer school to develop their unique talents. Gifted and talented students are those who possess demonstrated or potential abilities for high performance in academic or artistic areas. During the 1984-85 school year:

- 80 districts had programs during the regular school year
- four districts had summer school programs only
- 18,172 students were enrolled in the regular school year program
- 591 students were enrolled in the summer school program

Half Day Program for Four-Year-Olds

School districts may now establish programs which provide for the education of four-year-old children who have been determined to be at greatest risk for success in school. The children must have reached the age of four by November 1 and are screened through testing. Additional criteria such as age of parent, number of persons living in household, income level, or any other factors which have a high correlation with low success in school may be applied along with screening information to determine enrollment.

The curriculum utilized within the classroom seeks to develop the total child-- mentally, physically, and socially. The program puts a great deal of emphasis on language development by encouraging children to speak, to dramatize, and to graphically represent their experiences in order to communicate with others. Children are guided in the planning of their work and learn in a carefully organized environment where they are challenged by problem solving experiences appropriate for four-year- old children. In 1984-85, 3,847 children participated in half day programs in 48 districts.

CHAPTER 3

SERVICES TO SCHOOL PERSONNEL

Two of the seven subdivisions of the Education Improvement Act address the teaching profession and school leadership and management. Among the programs for the teaching profession initiated in these subdivisions are the loan program in critical need areas, incentive pay, tuition reimbursement, and teacher salaries keyed to the southeastern average. To improve school leadership, the mandates of the Act include the prospective principal assessment program, the apprenticeship program, principal evaluation, and incentive pay. Several changes in pre-service training and in-service training for teachers and administrators are also a part of the Act.

This chapter of the assessment report will look at the benefits acquired from the programs and services to school personnel. The effects of these services in attracting more able people to the profession and in appointing of educators to leadership positions will also be examined. In addition, this section will look at the return obtained from the loan program and the contributions made by the principal assessment program.

In order to determine if special services to education personnel produce more effective educators and improve the attractiveness of the profession, most of the indicators must be reviewed over time. For this report on the first year of the EIA, the assessment report will review:

- Numbers served in the Program for Effective Teaching (PET)
- Leadership Academy programs and attendance
- Numbers served in the Principal Apprenticeship Program
- Prospective Principal Assessment Program participants
- Recipients of the Teacher Loan Program and information on the areas of loans
- Teacher certification data
- Teacher retention

Indicators which will be examined in future reports include:

- Use of Assessment Center reports and their relation to school effectiveness
- Relationship of apprenticeship participation to effective school measures
- Influence of teacher and principal incentive pay and principal evaluation programs

In-service Training for Education Professionals

Program for Effective Teaching (PET)

The EIA requires that, by 1986-87, all school districts implement in-service training for teachers based on effective school research. The staff development model selected by the South Carolina Department of Education is the Program for Effective Teaching (PET). This program requires one cycle of training (approximately 28 days) for teachers, two cycles for principals and/or observers, and three cycles in order to become a trainer.

- As of June 1985:
  - 2,600 classroom teachers have completed one cycle of training. This figure is an increase of 1,683 since December 1984.
  - 275 principals have completed two cycles of training. This figure is up from 199 in December 1984.

- 170 trainers had completed three cycles of training by September 1985; 14 staff members of the Department of Education are trainers and an additional six were being trained. This is an increase of 80 from December 1984.

- 46 districts, twice the number reported for December, have at least one PET trainer on staff.

- 15 districts have staff members who have completed one or two of the three cycles required for becoming a trainer.

- 18 additional districts have indicated an interest in PET for 1985-86.

Administrators' Leadership Academy

All school superintendents and principals must participate every two years in at least one seminar designed to provide training in the improvement of administrative skills and instructional leadership. During fiscal year 1984-85, the Leadership Academy of the South Carolina Department of Education held 22 training programs in regions throughout the state. Attendance totalled 1,618 as administrators met to review such topics as clinical supervision, communication skills, instructional objectives, problem analysis, and manager as change agent. Evaluation of the programs by the participants averaged 66%-excellent, 27%-good and 7%-fair or poor. See Appendix B for a complete list of programs and locations.

Administrator Selection

Principal Apprenticeship Program

Under the EIA, a Principal Apprenticeship Program has been established to assist school districts in the selection and training of outstanding future school principals. By participating in this program, individuals demonstrating potential as principals have the opportunity to develop needed competencies under the guidance of an experienced mentor. This program also provides school districts with an opportunity to further train personnel and to gain additional information to aid in making important personnel decisions. The apprenticeships are awarded to districts on a competitive basis, with the focus on the quality of the proposed apprenticeship experience.

- Of a possible 50 apprenticeship slots, 32 were approved and funded at $10,000 each. These 32 apprenticeships were completed in 1984-85.

Prospective Principal Assessment Program

As part of the initiative for finding the most able candidates to become principals, any person being considered for the position of principal must be assessed for instructional leadership and management capabilities by the Assessment Center of the South Carolina Department of Education (full implementation is mandated for 1985-86). The Assessment Center requires that participants function in simulated activities typically found in the principalship such as leaderless group activities, fact- finding and stress exercises, and paper-and-pencil "in-basket" tasks dealing with typical school problems. While completing these activities, each participant is observed by a group of trained assessors. The assessors' concensus on performance is placed in a comprehensive assessment report which describes strengths, improvement needs, and developmental suggestions.

- During 1984-85, 192 prospective principals were assessed, as compared to 114 assessments in 1983-84.

- During fiscal year 1985, 75 assessors were trained. This brings the total number of assessors trained in the last two years to 150.

Teacher Demand

In addition to the concerns of training education professionals and selecting qualified administrators, the EIA addresses the problem of meeting the demand for teachers. Statistics show that fewer individuals are entering the teaching profession at a time when the demand for teachers in increasing.

Teacher Loan Program

The Education Improvement Act established a loan program for college students. This program was begun to attract new teachers to critical need areas. The Teacher Loan Program provides loans to talented and qualified state residents who intend to become certified teachers employed in the state in critical need areas.

For each year a loan recipient teaches in an area of critical need, 20% of the loan and the interest will be cancelled. Mathematics and science have been designated as academic critical need areas and school districts having a minimum of 51% of their population classified as rural are designated as geographic critical need areas.

Of the 157 students receiving loans (as of June 30, 1985), 31 have designated mathematics and 13 have designated science as the critical need area in which they plan to teach. Some students designated both an academic and a geographic critical need area. The distribution of loans according to geographic area and academic information on recipients are presented in Tables 3-1, 3-2, and 3-3.

Table 3-1

Critical Need Districts Chosen by Loan Recipients[1]

Area	Number	Area	Number
Abbeville	5	Kershaw	1
Anderson 1	2	Lancaster	1
Anderson 3	2	Laurens 55	8
Anderson 4	3	Laurens 56	1
Bamberg 1	1	Lexington 1	2
Barnwell 19	5	Lexington 3	2
Cherokee	1	McCormick	1
Chester	2	Marion 4	1
Chesterfield	4	Newberry	1
Clarendon 1	5	Oconee	8
Clarendon 3	1	Orangeburg 1	1
Colleton	1	Orangeburg 3	1
Darlington	1	Pickens	5
Dillon 1	1	Spartanburg 1	13
Dillon 2	1	Spartanburg 2	1
Edgefield	6	Spartanburg 4	2
Fairfield	1	Spartanburg 5	2
Florence 2	4	Sumter	1
Georgetown	2	Union	1
Greenwood 51	2	Williamsburg	1
Greenwood 52	1	York 1	1
Horry	4	York 2	2
		Geographic Area Undecided	1

[1]Forty-four of 69 districts designated as rural have been chosen by loan recipients as areas in which they plan to teach.

Table 3-2

Academic Information on Recipients

School	Number of Students Receiving Loans	Average GPR
Baptist	3	3.35
Central Wesleyan	4	3.53
Citadel	3	3.15
Clemson	21	3.37
Coker	1	3.38
College of Charleston	7	3.20
Columbia College	4	3.52
Converse	15	3.41
Erskine	7	3.00
Francis Marion	22	3.24
Furman	1	2.75
Lander	3	2.97
Newberry	1	3.43
Presbyterian College	12	3.34
S.C. State College	3	3.33
USC - Columbia	5	3.74
USC - Aiken	14	3.44
USC - Coastal	3	3.52
USC - Spartanburg	7	3.42
Winthrop	18	3.38
Wofford	1	2.94
Subtotal	155	
Out-of-state	2	
Total	**157**	

Table 3-3

Loans by Grade Level of Recipient

Freshman	7
Sophomore	22
Junior	36
Senior	56
Post-baccalaureate	6
Graduate	30
Total	**157**

Interest in the Teaching Field

Information on the pool of teachers willing and eligible to work and on individuals preparing to enter the field is difficult to obtain. However, the data presented below offers some indication of interest in the teaching field in South Carolina. Keep in mind that to be certified to teach does not mean that an individual is actively seeking employment in the school system or in an area that needs teachers. If the number seeking certification is tracked over time, however, this figure does provide a gauge of interest in the profession.

Table 3-4 shows the number of initial certificates granted to individuals attending school out-of-state and gives some idea as to the attractiveness of South Carolina to those entering the profession. In 1984-85, 50% of the certificates were granted to individuals who attended school out-of-state, up from approximately 41% in the two previous years. This represents an increase of 220 individuals from 1983-84 to 1,620.

The increase in the number of out-of-state certifications was not matched by in-state degree recipients. In 1984-85, 1,594 in-state individuals were certified, a decrease of 313 from 1983-84, but still slightly above the 1982-83 number.

Table 3-4

Initial Certification for Teachers 1982-1983 to 1984-85

Obtained Undergraduate Degree	1982-1983		1983-1984		1984-1985	
	Number	Percent	Number	Percent	Number	Percent
In-State	1,588	58.8%	1,907	57.7%	1,594	49.6%
Out-of-state	1,113	41.2%	1,400	42.3%	1,620	50.4%
Total	**2,701**		**3,307**		**3,214**	

Other information presented on possible teacher supply is certification by subject area (Table 3-5), conditional certificates granted for critical need areas (Table 3-6), and number of teachers employed by experience levels (Table 3-7).

The number of teachers with five-year certificates which expired at least two years ago (July 1982) and have since been renewed (July 1984) totals 615. This figure provides an indication of the number of experienced teachers who are considering reentering the profession.

Table 3-5

Teacher Certification by Subject Areas[1]

1984-85

Subject Area	Number Receiving Certification
Early Childhood	604
Elementary	1,210
Language Arts	345
Reading	83
Foreign Language	64
Mathematics	248
Science	368
Social Studies	310
Vocational Education	319
Fine Arts	233
Physical Education	190
Driver Training	22
Special Education	827
Counselor/Psychologist	161
Media Specialist	61
Administration	313
Total	**5,358**

[1]Teachers can be, and frequently are, certified in more than one area. These numbers include initial certification and additional areas.

Table 3-6

Conditional Certificates Issued for Critical Need Areas 1984-85

Subject Area	Number
Mathematics	39
Science	38
General Science	2
Biology	15
Chemistry	4
Physics	1
Total	**99**

Table 3-7

Percent of Teachers[1] By Experience Intervals 1981 - 82 through 1984 - 85

Experience Intervals	1981 - 82	1982 - 83	1983 - 84	1984 - 85
30 +	5.0	4.6	4.3	4.0
25 - 29	5.0	5.0	5.4	5.1
20 - 24	6.8	6.9	7.1	7.3
15 - 19	10.4	11.2	12.1	12.7
10 - 14	17.9	19.9	21.3	21.7
5 - 9	27.6	27.0	26.6	25.2
0 - 4	27.5	25.1	23.3	24.0
Average years of experience	10.9	11.1	11.3	11.2
Number	35,859	35,643	36,003	38,053

[1]Includes librarians and guidance counselors

With only one year of the Education Improvement Act completed, the effects of the specific programs for school personnel can only begin to be studied. There is evidence, however, of a positive effect. An opinion poll of a random sample of 400 public school teachers, conducted in August 1985, asked several questions about the EIA (see Appendix B for details). Almost 80% of the teachers agreed that "As a result of the Education Improvement Act, I feel better about being a teacher." Ninety-two percent thinks the annual salary adjustments will help the teaching profession remain attractive to teachers in the field. A large group of teachers (92%) also thinks the salary adjustments will encourage more college students with greater academic ability to consider a teaching career. In response to "If I had a chance to get a better paying job outside of education, I'd quit my teaching job tomorrow," 71% disagreed. Of this figure, 42% disagreed strongly.

Chapter 4

SCHOOL CONDITIONS

Research conducted on effective schools indicates that there are certain factors reflecting the condition of a school that are related to school effectiveness. These factors include: positive school climate, frequent monitoring of student progress, good home-school relations, high expectations, instructional leadership, and an emphasis on academics.

To review changes in these factors during the implementation of the Education Improvement Act, several indirect indicators will be scrutinized. Students taught by teachers out-of-field, school/district objectives set forth in the school/district improvement reports, and the ways in which EIA building funds are put to use are some of the indirect measures of school conditions the assessment report will examine. Also included in this report will be the attitudes and opinions of the public, parents, teachers, and students about factors relative to the condition/climate of the schools.

It is understood that much of these data will not provide conclusive evidence but only indications. Nevertheless, this information can be useful in establishing improved conditions for teaching and learning. The following indicators are included in this report:

- Surveys of opinions and attitudes of the public, parents, and teachers
- Number of students taught by teachers out-of-field
- Suspensions and expulsions
- Amount of EIA building funds drawn down in each category
- Types of plans for which teachers and schools are receiving competitive grants

Future reports will also look at:

- Descriptions of discipline policies, homework, academic press, morale, and motivation
- Survey of student attitudes and opinions
- Degree to which schools/districts are meeting the objectives set forth in their improvement reports
- Performance of schools undergoing an evaluation after failure to have a 1.0 NCE (Normal Curve Equivalency) gain in compensatory education for two years
- Commonalities of the school incentive grant recipients and ways in which the money is being used
- Instructional approaches developed from the grant programs for teachers and schools

Attitudes and Opinions on School Conditions

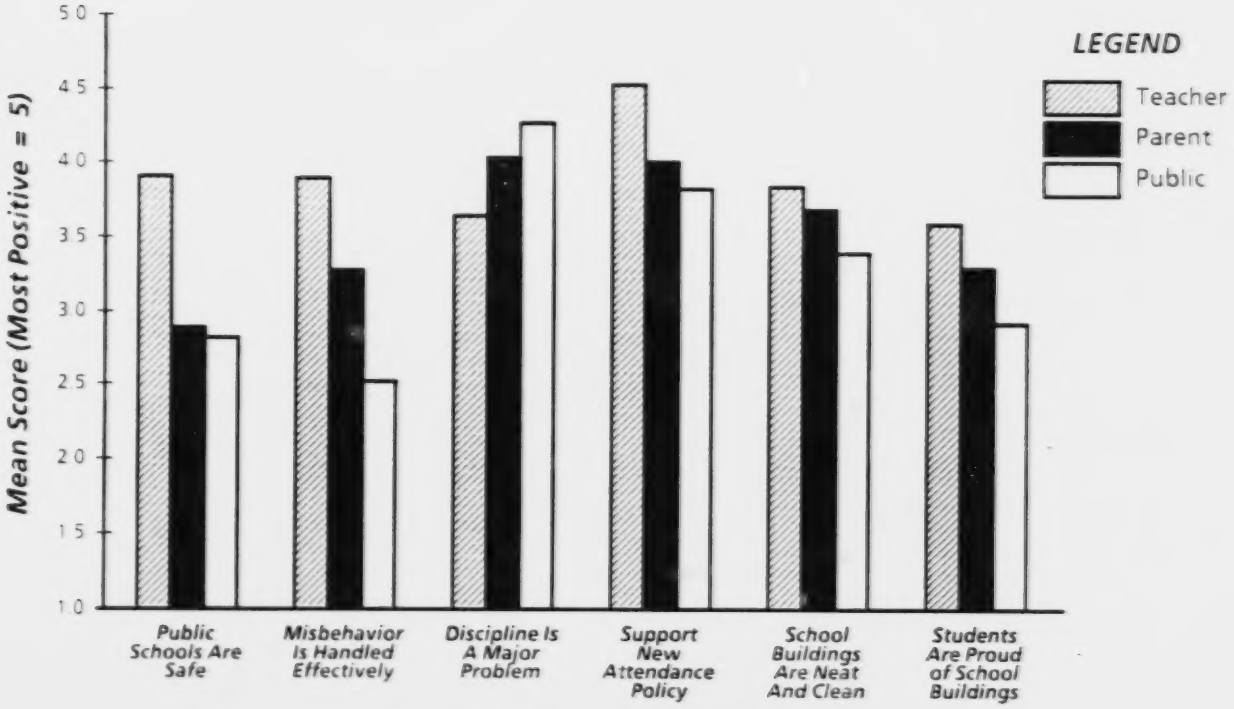
In order to obtain opinions on school conditions, the July-August 1985 surveys of parents, public, and teachers asked numerous questions relating to the topic (Details on the surveys are given in Appendix C). The questions covered the three areas of school climate, expectations, and emphasis on academics. Overall, teachers are very positive about the condition of the schools, and parents are fairly positive. The public, however, is less in agreement about the factors relating to effective schools.

Safe, Orderly Environment

One aspect of a positive school climate is a safe, orderly environment which is condusive to teaching and learning. Responses to the questions which address safe and orderly school climate (Chart 4-1) show a wide disparity between the perceptions of teachers and those of parents and the public as to the safety of the schools and the effective handling of misbehavior. Eighty percent of the teachers agree that the schools are safe and that misbehavior is handled effectively in the schools. On the other hand, only one-half of the public (48%) and parents (52%) say schools are safe.

Chart 4-1

SCHOOL CLIMATE: SAFE & ORDERLY



Parents are not as sure as teachers that misbehavior is handled effectively. Sixty percent (63%) of the parents agree and the public is divided; 45% agrees, one- third (34%) disagrees, and one-fifth (21%) is undecided or does not know. There is more agreement among the three groups that a major problem in public schools is discipline. Asked if the discipline problem was improving, staying the same, or getting worse, approximately 40% of the public and parents responded "getting worse." One- third (33%) of the teachers also replied "getting worse."

On the positive side, there is a large amount of support for the EIA attendance policy which restricts absences to ten days a year. While there is general agreement that school buildings are neat and clean, there is less agreement as to whether students are proud of their buildings and help keep them attractive. In both questions teachers' responses showed the most agreement with the figure for parents coming next. In both these areas,the public agrees the least.

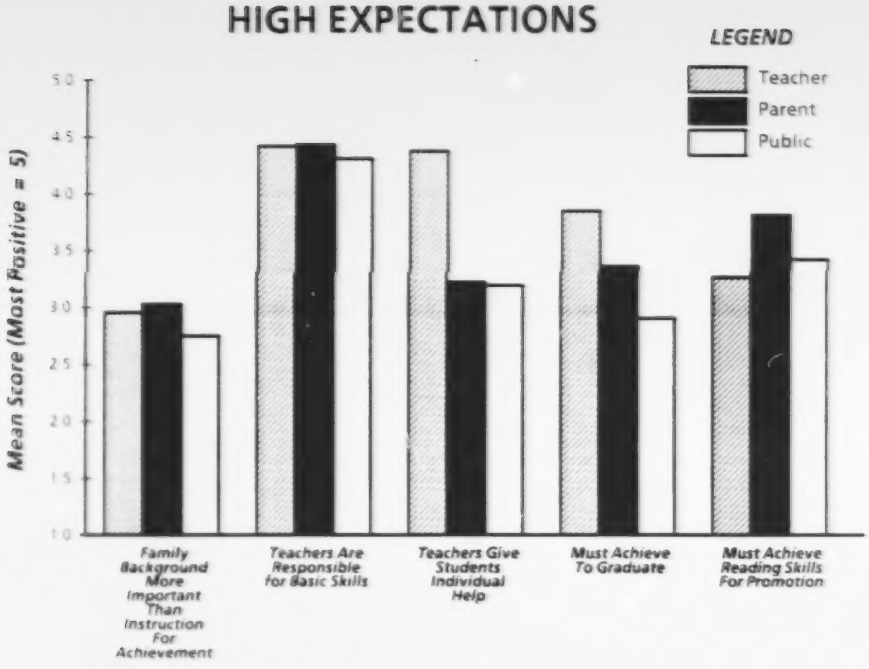
High Expectations

Another factor related to school improvement is the presence of high expectations that students can master basic skills and the belief that the school staff can help students attain such mastery (Chart 4-2). Although opinions are mixed as to whether family background is more important than instruction for achievement, teachers, parents, and the public agree that "teachers are responsible for making sure that all students learn the basic skills of reading, writing, and arithmetic." There is some disagreement, however, over whether "teachers in our public schools give individual help to students in their classes." While over 93% of the teachers agree with this statement, less than two-thirds of the parents (64%) and the public (65%) agree.

Opinions on the academic performance expected of students show an interesting variation, depending upon whether the questions address the high school diploma or grade promotion. Parents and the public are not as positive as teachers are (58%, 43%, and 70% respectively, that students must do more than attend classes to graduate. They are somewhat more positive, however, that a student must "reach a certain level of reading ability" before being promoted. In fact 70% of the parents and 62% of the public agreed with this statement. Teachers, on the other hand, are the least positive about acquiring reading skills before being promoted since only 57% agreed with the statement.

Chart 4-2

HIGH EXPECTATIONS

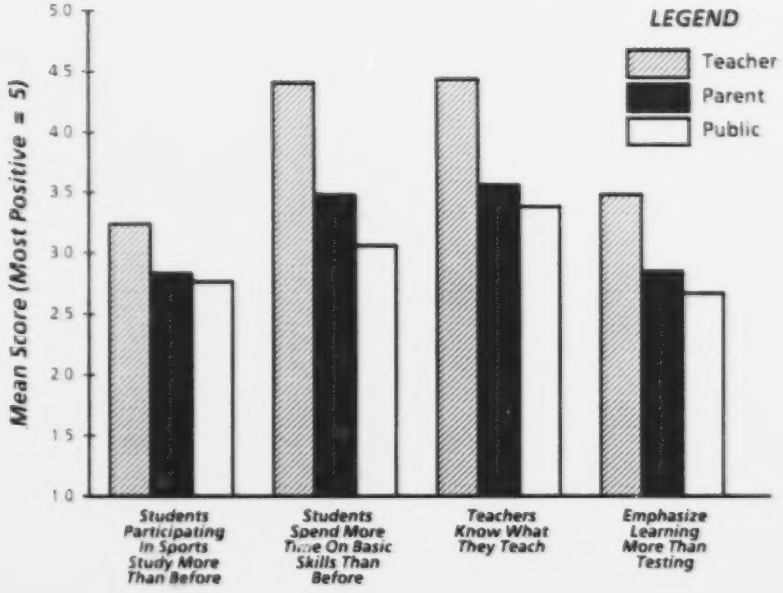


Emphasis on Academics

A third factor addressed in the opinion surveys concerned the emphasis on academics. The three groups were asked to answer "yes," "no," or "don't know" to the question "Would you say that there is an emphasis on learning in the public schools in your part of South Carolina?" The responses were encouraging -- 98%, 84%, and 77% of the teachers, parents, and public, respectively, said "yes." Other responses to the questions about the emphasis on academics are less encouraging, however (Chart 4-3). Only teachers seem to agree, and not very positively, that teachers emphasize learning more than testing. Even with the EIA imposing stricter standards for participation in interscholastic sports, athletes are not viewed as studying more than before.

Chart 4-3

EMPHASIS ON ACADEMICS



Although there is a high level of agreement among teachers that students spend more time on the basic skills (90%), and that teachers know the material they teach (96%), the public and parents are less in agreement. Not quite seventy percent (67%) of the parents and sixty percent (57%) of the public agree that more time is spent on basic skills. Almost three fourths (73%) of the parents and seventy percent (68%) of the public agree with "teachers know the material they teach."

The responses to the questions on all three factors examined in this chapter indicate that there is room for improvement in each area. The South Carolina Department of Education requires that schools develop School Improvement Plans with reference to the factors discussed above. Districts are also required to develop similar plans. Future changes in the attitudes and opinions of the three groups surveyed for this report will provide some feedback on the success individual schools and districts achieve in these areas. Augmenting the surveys of the teachers, parents and public in these areas will be a survey of student attitudes.

Truancy, Suspensions, and Expulsions

Indirect information on a safe and orderly school environment can be obtained by reviewing the data on truancy, suspensions, and expulsions. This data showed mixed results in 1984-85 as compared to 1983-84 (Table 4-1). Truancy, represented by three consecutive days of unlawful absences and five cumulative days of unlawful absences, showed a decline in 1984-85. The number of students with three consecutive absences dropped 46% and those with five cumulative unlawful absences dropped by 30%.

The percentage of students suspended once dropped by 1.2%, but the percentage suspended more than once increased slightly to 5.29% of the enrollment. Expelled students numbered 815 in 1984-85. The percentage of expelled students remained low at .44%, up from .35% in 1983-84. The actual number of students expelled, however, represented a 51% increase over the previous year.

Table 4-1

Truancy, Suspensions, and Expulsions
1983-84 and 1984-85

Suspended Once

Grade	1983-84 Number	1983-84 Percentage of Enrollment	1984-85 Number	1984-85 Percentage of Enrollment
8	4,532	8.59	5,221	9.62
9	7,689	14.31	6,811	12.06
10	6,122	12.76	4,720	10.22
Total	**18,343**	**11.87**	**16,752**	**10.68**

Suspended More Than Once

Grade	1983-84 Number	1983-84 Percentage of Enrollment	1984-85 Number	1984-85 Percentage of Enrollment
8	1,718	3.26	2,529	4.66
9	2,928	5.45	3,512	6.22
10	2,088	4.35	2,257	4.89
Total	**6,734**	**4.36**	**8,298**	**5.29**

Expelled

Grade	1983-84 Number	1983-84 Percentage of Enrollment	1984-85 Number	1984-85 Percentage of Enrollment
8	116	0.22	208	0.38
9	262	0.49	404	0.72
10	163	0.34	203	0.44
Total	**541**	**0.35**	**815**	**0.52**

Three Consecutive Unlawful Absences

Grade	1983-84 Number	1983-84 Percentage of Enrollment	1984-85 Number	1984-85 Percentage of Enrollment
8	3,299	6.25	1,754	3.23
9	4,734	8.81	2,838	5.03
10	3,945	8.22	1,850	4.01
Total	**11,978**	**7.76**	**6,442**	**4.11**

Five Unlawful Absences

Grade	1983-84 Number	1983-84 Percentage of Enrollment	1984-85 Number	1984-85 Percentage of Enrollment
8	5,623	10.66	3,774	6.96
9	7,453	13.88	5,853	10.36
10	6,163	12.85	3,851	8.34
Total	**19,239**	**12.49**	**13,478**	**8.59**

Teachers Out-of-Field

The percentage of students taught by teachers out-of-field provides some indication as to how familiar teachers may be with the material they are teaching. This statistic can also indicate subject areas where there is a possible shortage of teachers.

The percentage and number of students taught by teachers out-of-field increased in 1984-85 after remaining relatively steady in 1982-83 and 1983-84 (Table 4-2). Last year, almost five percent (4.7%) of the students were taught by teachers out-of-field. The percentage of secondary students taught by out-of-field teachers was particularly high in four subjects. In mathematics and science, 9.8% and 9.3% of the students did not have teachers certified in those fields. In foreign language and vocational education, 9.7% and 9.8% of the students were taught out-of-field.

Table 4-2

Number and Percentage of Students Taught by Teachers Out-of-Field

ELEMENTARY

*Grades K-8**

Subject	1982-83 Students Taught by Teachers Out-of-Field**		1983-84 Students Taught by Teachers Out-of-Field**		1984-85 Students Taught by Teachers Out-of-Field**	
Reading	8,216	(6.1%)	7,414	(5.6%)	10,253	(6.2%)
English	12,084	(3.2%)	10,379	(2.8%)	12,774	(3.4%)
Mathematics	12,798	(3.4%)	11,150	(3.0%)	14,465	(3.8%)
Science	12,513	(3.6%)	10,970	(3.2%)	12,353	(3.6%)
Social Studies	11,013	(3.1%)	9,080	(2.6%)	11,438	(3.3%)
Fine Arts	31,466	(4.2%)	28,460	(3.7%)	36,455	(4.8%)
Other	40,737	(4.3%)	41,320	(4.4%)	39,731	(4.2%)
Total Across Subjects[1]	128,827	(3.9%)	118,773	(3.6%)	137,469	(4.2%)
Total Primary Enrollment Across Subjects[1]	3,291,122		3,279,395		3,309,274	

[1]Duplicated count

Table 4-2 continued

SECONDARY

Grades 7-12*

Subject	1982-83 Students Taught by Teachers Out-of-Field**	1983-84 Students Taught by Teachers Out-of-Field**	1984-85 Students Taught by Teachers Out-of-Field**
Language Arts	8,342 (3.5%)	7,133 (3.7%)	9,450 (3.9%)
Mathematics	10,520 (5.8%)	11,900 (6.4%)	18,904 (9.8%)
Science	9,674 (7.0%)	9,063 (6.3%)	14,573 (9.3%)
Social Studies	14,865 (5.6%)	14,730 (5.6%)	13,273 (5.1%)
Vocational Education	6,810 (5.6%)	5,948 (5.0%)	11,872 (9.8%)
Foreign Language	2,325 (7.1%)	2,375 (6.8%)	4,083 (9.7%)
Fine Arts	3,104 (3.9%)	2,851 (3.5%)	2,785 (3.7%)
Other	3,556 (2.5%)	3,763 (2.7%)	2,955 (2.3%)
Total Across Subjects[1]	59,196 (4.9%)	57,763 (5.0%)	77,895 (6.4%)
Total Secondary Enrollment Across Subjects[1]	1,199,907	1,159,306	1,225,728
Total Students Across Subjects Taught by Teachers Out-of-Field[1]	188,023 (4.2%)	176,536 (4.0%)	215,364 (4.7%)
Total Enrollment Across Subjects[1]	4,491,029	4,438,701	4,535,002

*Grades 7 and 8 overlap both elementary and secondary levels because of differences in school organization.

**Teachers teaching "out-of-field" are those teachers who are fully certified in other area(s), but teach in an area for which they are not certified. In order to teach "out-of-field" minimum State Board of Education requirements must be met in the area for which the "out- of-field" permit is issued.

[1]Duplicated count

EIA Building Funds

The Education Improvement Act allocated $55.7 million dollars for the school building program for 1984-85. The funds are to be used for two purposes: to renovate, construct, or repair instructional facilities; or to reduce the millage required to pay principal and interest on bonds issued for such purposes. If a district has issued bonds or undertaken capital improvement programs in the last five years, 50% of the funds must be used to reduce the millage required to pay debt service on the outstanding bonds. However, should that district have obtained building funds at a low interest rate, have an identified need for the funds in excess of the 50%, or anticipate a significant increase in the need for additional classroom space, a waiver could be granted to the millage "rollback" requirement.

Districts have four years to expend these funds. Operating within this time frame will allow some districts to accumulate funds while planning or beginning a project. Table 4-3 shows district building funds from the EIA, whether waivers were granted from the required millage reduction, and the millage reduction.

Competitive Grants for Teachers and for Schools

The Education Improvement Act established a competitive grant program for teachers in order to award funds for improving teaching practices and procedures. A second competitive grant program was established by the Act for schools to implement exemplary and innovative programs designed to improve instruction. Teacher grants totaling $161,724 and school grants amounting to $205,631 were awarded in 1984-85.

For 1984-85, grants were awarded to teachers in 38 districts, the Department of Youth Services, and the School for the Deaf and Blind. From 310 applications, 113 grants were awarded to develop programs in such areas as computer-assisted instruction in English for non-English speaking students, local history writing projects, kindergarten hands-on science programs, and parent workshops on preschool development. A large number of the grants, which averaged $1,770, were used for computer assisted instructional projects.

The practices and procedures funded in mathematics instruction illustrate the diversity of projects undertaken: math skill improvement through reading comprehension skills; stimulation of student interest through the use of manipulatives; implementation of an individualized, self-paced program; development of a mobile measurement math laboratory; creation of a parent/community volunteer program to improve basic skills; and development of a measurement skills unit for primary children using cooking activities. Table 4-4 summarizes the teacher grants.

The school competitive grants were used to fund projects that have been accepted by the National Diffusion Network. The Network is a federal program, and was established so that schools encountering a problem could learn how that problem was solved successfully in another location. Projects become a part of the Network only after their effectiveness and ability to meet the education needs of others has been proven.

Eighty-one applications were received for the school grants. Awards averaging $4,037 were given to schools in 37 districts and the Department of Youth Services. Projects concerning such topics as career development, in-school suspension, writing skills, and individualized science programs were selected. As with the teacher grants, many of the school projects involved computer assisted instruction. A summary of the school grants is provided in Table 4-5.

Table 4-3

1984-85 and 1985-86

Education Improvement Act School Building Program as of September 13, 1985

FY	DISTRICT	EIA ALLOCATION	APPROVED FOR CAPITAL IMPROVEMENT	APPROVED FOR DEBT SERVICE	TOTAL FUNDS APPROVED	REMAINING EIA FUNDS	WAIVER OF REQUIRED MILLAGE REDUCTION	NUMBER MILLS REDUCED	MILLS REQUIRED IF NO EIA
85	ABBEVILLE	379,506.00	379,506.00	0.00	379,506.00	0.00	YES-CLASSROOM NEEDS		
86	ABBEVILLE	237,883.00	0.00	0.00	0.00	237,883.00			
85	AIKEN	1,988,441.00	994,220.00	994,221.00	1,988,441.00	0.00		05.5	
86	AIKEN	1,270,466.00	1,270,466.00	0.00	1,270,466.00	0.00	YES-CLASSROOM NEEDS		
85	ALLENDALE	219,568.00	219,568.00	0.00	219,568.00	0.00	NO-DEBT NOT INCR 79-84		
86	ALLENDALE	140,116.00	0.00	0.00	0.00	140,116.00			
85	ANDERSON 1	526,451.00	0.00	0.00	0.00	526,451.00	YES-FAVORABLE INTEREST		
86	ANDERSON 1	330,818.00	0.00	0.00	0.00	330,818.00			
85	ANDERSON 2	337,884.00	0.00	182,082.00	182,082.00	155,782.00			08.0
86	ANDERSON 2	210,372.00	0.00	0.00	0.00	210,372.00			
85	ANDERSON 3	228,502.00	228,502.00	0.00	228,502.00	0.00	NO-DEBT OF 79-84 PAID		
86	ANDERSON 3	144,106.00	0.00	0.00	0.00	144,106.00			
85	ANDERSON 4	232,632.00	116,316.00	116,316.00	232,632.00	0.00		05.5	
86	ANDERSON 4	147,449.00	73,724.00	0.00	73,724.00	73,725.00			
85	ANDERSON 5	1,037,333.00	1,033,185.22	0.00	1,033,185.22	4,147.78	NO-DEBT NOT INCR 79-84		
86	ANDERSON 5	652,306.00	0.00	0.00	0.00	652,306.00			
85	BAMBERG 1	183,596.00	183,596.00	0.00	183,596.00	0.00	NO-DEBT NOT INCR 79-84		
86	BAMBERG 1	113,956.00	48,404.00	0.00	48,404.00	65,552.00			
85	BAMBERG 2	151,964.00	140,756.60	0.00	140,756.60	11,207.40	NO-DEBT NOT INCR 79-84		
86	BAMBERG 2	94,276.00	0.00	0.00	0.00	94,276.00			
85	BARNWELL 19	112,571.00	112,500.00	0.00	112,500.00	71.00	NO-DEBT NOT INCR 79-84		
86	BARNWELL 19	69,521.00	0.00	0.00	0.00	69,521.00			
85	BARNWELL 29	94,879.00	42,079.00	32,265.79	74,343.79	20,535.21	NO-DEBT OF 79-84 PAID		
86	BARNWELL 29	62,010.00	0.00	0.00	0.00	62,010.00			
85	BARNWELL 45	217,880.00	217,880.00	0.00	217,880.00	0.00	NO-DEBT NOT INCR 79-84		
86	BARNWELL 45	138,998.00	135,820.35	0.00	135,820.35	3,177.65			
85	BEAUFORT	980,564.00	590,044.74	0.00	590,044.74	310,519.26	YES-CLASSROOM NEEDS		
86	BEAUFORT	588,515.00	0.00	0.00	0.00	588,515.00			
85	BERKELEY	2,174,166.00	851,291.00	1,322,875.00	2,174,166.00	0.00		06.0	
86	BERKELEY	1,397,667.00	0.00	744,375.00	744,375.00	653,292.00		04.5	
85	CALHOUN	188,932.00	94,466.00	94,466.00	188,932.00	0.00		03.0	
86	CALHOUN	116,168.00	58,084.00	58,084.00	116,168.00	0.00		01.8	
85	CHARLESTON	3,821,555.00	1,674,135.09	1,910,777.00	3,584,912.09	236,642.91		04.9	
86	CHARLESTON	2,404,130.00	0.00	0.00	0.00	2,404,130.00			
85	CHEROKEE	822,546.00	17,400.00	0.00	17,400.00	805,146.00	YES-CLASSROOM NEEDS		
86	CHEROKEE	521,214.00	0.00	0.00	0.00	521,214.00			
85	CHESTER	622,895.00	95,840.00	527,055.00	622,895.00	0.00	NO-DEBT NOT INCR 79-84		
86	CHESTER	399,026.00	0.00	0.00	0.00	399,026.00			
85	CHESTERFIELD	751,125.00	577,573.76	173,551.24	751,125.00	0.00	NO-DEBT OF 79-84 PAID	12.0	
86	CHESTERFIELD	467,624.00	301,098.68	164,629.00	465,727.68	1,896.32		06.2	
85	CLARENDON 1	139,703.00	139,703.00	0.00	139,703.00	0.00	NO-DEBT NOT INCR 79-84		
86	CLARENDON 1	82,693.00	14,633.00	0.00	14,633.00	68,060.00			
85	CLARENDON 2	290,956.00	145,478.00	145,478.00	290,956.00	0.00		12.0	
86	CLARENDON 2	190,601.00	0.00	0.00	0.00	190,601.00			
85	CLARENDON 3	112,868.00	60,068.00	52,800.00	112,868.00	0.00	NO-DEBT OF 79-84 PAID		17.0
86	CLARENDON 3	75,767.00	22,321.70	41,517.50	63,839.20	11,927.80			17.0
85	COLLETON	596,454.00	298,227.00	298,227.00	596,454.00	0.00		06.5	
86	COLLETON	380,881.00	0.00	0.00	0.00	380,881.00			
85	DARLINGTON	1,215,395.00	371,030.00	607,697.00	978,697.00	236,698.00		06.0	
86	DARLINGTON	761,831.00	0.00	0.00	0.00	761,831.00			

Table 4-3 continued

FY	DISTRICT	EIA ALLOCATION	APPROVED FOR CAPITAL IMPROVEMENT	APPROVED FOR DEBT SERVICE	TOTAL FUNDS APPROVED	REMAINING EIA FUNDS	WAIVER OF REQUIRED MILLAGE REDUCTION	NUMBER MILLS REDUCED	MILLS REQUIRED IF NO EIA
85	DILLON 1	98,251.00	0.00	0.00	0.00	98,251.00	NO-DEBT NOT INCR 79-84		
86	DILLON 1	62,014.00	0.00	0.00	0.00	62,014.00			
85	DILLON 2	434,535.00	0.00	0.00	0.00	434,535.00	NO-DEBT NOT INCR 79-84		
86	DILLON 2	271,872.00	0.00	0.00	0.00	271,872.00			
85	DILLON 3	159,635.00	79,443.01	80,191.99	159,635.00	0.00			
86	DILLON 3	100,159.00	49,761.68	24,529.22	74,289.90	25,869.10			
85	DORCHESTER 1	142,409.00	0.00	0.00	0.00	142,409.00	NO-DEBT NOT INCR 79-84		
86	DORCHESTER 1	92,520.00	0.00	0.00	0.00	92,520.00			
85	DORCHESTER 2	994,760.00	994,760.00	0.00	994,760.00	0.00	NO-DEBT NOT INCR 79-84		
86	DORCHESTER 2	649,976.00	0.00	0.00	0.00	649,976.00			
85	DORCHESTER 3	103,181.00	51,990.50	0.00	51,990.50	51,990.50	NO-DEBT NOT INCR 79-84		
86	DORCHESTER 3	61,161.00	0.00	0.00	0.00	61,161.00			
85	EDGEFIELD	322,005.00	321,775.88	0.00	321,775.88	229.12	NO-DEBT NOT INCR 79-84		
86	EDGEFIELD	210,294.00	210,294.00	0.00	210,294.00	0.00			
85	FAIRFIELD	396,455.00	198,227.50	198,227.50	396,455.00	0.00			02.4
86	FAIRFIELD	257,112.00	22,319.96	0.00	22,319.96	234,792.04			
85	FLORENCE 1	1,323,342.00	661,671.00	661,671.00	1,323,342.00	0.00		06.5	
86	FLORENCE 1	830,086.00	182,994.81	0.00	182,994.81	647,091.19	YES-CLASSROOM NEEDS		
85	FLORENCE 2	128,829.00	0.00	0.00	0.00	128,829.00	YES-FAVORABLE INTEREST		
86	FLORENCE 2	81,982.00	0.00	0.00	0.00	81,982.00			
85	FLORENCE 3	403,487.00	402,537.00	0.00	402,537.00	950.00	YES-CLASSROOM NEEDS		
86	FLORENCE 3	257,446.00	151,724.05	0.00	151,724.05	105,721.95	YES-CLASSROOM NEEDS		
85	FLORENCE 4	129,804.00	129,804.00	0.00	129,804.00	0.00	YES-CLASSROOM NEEDS		
86	FLORENCE 4	82,553.00	38,332.43	0.00	38,332.43	44,220.57	YES-CLASSROOM NEEDS		
85	FLORENCE 5	121,340.00	121,340.00	0.00	121,340.00	0.00	YES-CLASSROOM NEEDS		
86	FLORENCE 5	77,990.00	0.00	0.00	0.00	77,990.00			
85	GEORGETOWN	925,024.00	400,000.00	462,512.00	862,512.00	62,512.00		04.0	
86	GEORGETOWN	591,847.00	0.00	0.00	0.00	591,847.00			
85	GREENVILLE	4,724,343.00	2,362,171.00	2,362,171.00	4,724,342.00	1.00		01.5	
86	GREENVILLE	2,956,975.00	0.00	0.00	0.00	2,956,975.00			
85	GREENWOOD 50	824,381.00	295,000.00	412,190.50	707,190.50	117,190.50		05.3	
86	GREENWOOD 50	516,250.00	0.00	0.00	0.00	516,250.00			
85	GREENWOOD 51	111,222.00	78,197.00	33,024.70	111,221.70	0.30	NO-DEBT NOT INCR 79-84		
86	GREENWOOD 51	69,733.00	0.00	0.00	0.00	69,733.00			
85	GREENWOOD 52	140,344.00	0.00	70,172.00	70,172.00	70,172.00		05.0	
86	GREENWOOD 52	85,950.00	0.00	0.00	0.00	85,950.00			
85	HAMPTON 1	243,239.00	0.00	243,239.00	243,239.00	0.00			
86	HAMPTON 1	156,694.00	0.00	0.00	0.00	156,694.00			
85	HAMPTON 2	137,133.00	62,212.00	68,566.50	130,778.50	6,354.50		12.0	
86	HAMPTON 2	87,225.00	0.00	0.00	0.00	87,225.00			
85	HORRY	1,949,497.00	805,969.70	974,748.50	1,780,718.20	168,778.80		04.0	
86	HORRY	1,281,174.00	0.00	0.00	0.00	1,281,174.00			
85	JASPER	264,111.00	0.00	73,650.00	73,650.00	190,461.00			
86	JASPER	169,265.00	0.00	0.00	0.00	169,265.00			
85	KERSHAW	788,335.00	788,335.00	0.00	788,335.00	0.00	YES-CLASSROOM NEEDS		
86	KERSHAW	505,711.00	241,430.00	252,855.50	494,285.50	11,425.50		03.5	
85	LANCASTER	1,039,052.00	0.00	1,039,052.00	1,039,052.00	0.00		13.5	
86	LANCASTER	651,069.00	0.00	591,926.00	591,926.00	59,143.00		18.8	
85	LAURENS 55	518,590.00	518,590.00	0.00	518,590.00	0.00	YES-CLASSROOM NEEDS		
86	LAURENS 55	322,126.00	322,126.00	0.00	322,126.00	0.00	YES-CLASSROOM NEEDS		
85	LAURENS 56	350,673.00	175,336.00	175,000.00	350,336.00	337.00		07.3	
86	LAURENS 56	219,400.00	0.00	0.00	0.00	219,400.00			
85	LEE	328,145.00	25,160.31	0.00	25,160.31	302,984.69	YES-CLASSROOM NEEDS		

Table 4-3 continued

FY	DISTRICT	EIA ALLOCATION	APPROVED FOR CAPITAL IMPROVEMENT	APPROVED FOR DEBT SERVICE	TOTAL FUNDS APPROVED	REMAINING EIA FUNDS	WAIVER OF REQUIRED MILLAGE REDUCTION	NUMBER MILLS REDUCED	MILLS REQUIRED IF NO EIA
86	LEE	207,128.00	0.00	0.00	0.00	207,128.00			
85	LEXINGTON 1	802,094.00	401,047.00	401,047.00	802,094.00	0.00		08.0	
86	LEXINGTON 1	525,304.00	239,954.00	262,805.00	502,659.00	22,645.00		04.5	
85	LEXINGTON 2	960,008.00	960,008.00	0.00	960,008.00	0.00	YES-CLASSROOM NEEDS		
86	LEXINGTON 2	604,501.00	0.00	0.00	0.00	604,501.00			
85	LEXINGTON 3	218,846.00	0.00	0.00	0.00	218,846.00	YES-FAVORABLE INTEREST		
86	LEXINGTON 3	136,112.00	0.00	0.00	0.00	136,112.00			
85	LEXINGTON 4	162,405.00	0.00	162,405.00	162,405.00	0.00			12.5
86	LEXINGTON 4	104,297.00	0.00	104,297.00	104,297.00	0.00		07.5	
85	LEXINGTON 5	973,742.00	0.00	973,742.00	973,742.00	0.00		13.0	
86	LEXINGTON 5	623,263.00	0.00	623,263.00	623,263.00	0.00		07.0	
85	MCCORMICK	165,644.00	0.00	76,075.00	76,075.00	89,569.00	NO-DEBT OF 79-84 PAID	12.0	
86	MCCORMICK	100,118.00	0.00	0.00	0.00	100,118.00		12.0	
85	MARION 1	318,646.00	158,000.00	0.00	158,000.00	160,646.00	YES-CLASSROOM NEEDS		
86	MARION 1	199,897.00	0.00	0.00	0.00	199,897.00			
85	MARION 2	261,347.00	226,479.00	0.00	226,479.00	34,868.00	YES-FAVORABLE INTEREST		
86	MARION 2	168,417.00	0.00	0.00	0.00	168,417.00			
85	MARION 3	69,639.00	69,000.00	0.00	69,000.00	639.00	NO-DEBT NOT INCR 79-84		
86	MARION 3	43,074.00	0.00	0.00	0.00	43,074.00			
85	MARION 4	49,928.00	49,928.00	0.00	49,928.00	0.00	YES-FAVORABLE INTEREST		
86	MARION 4	32,517.00	16,258.00	0.00	16,258.00	16,259.00	YES-CLASSROOM NEEDS		
85	MARLBORO	643,814.00	614,415.00	20,000.00	634,415.00	9,399.00	YES-CLASSROOM NEEDS	05.0	
86	MARLBORO	397,358.00	0.00	0.00	0.00	397,358.00			
85	NEWBERRY	575,672.00	575,672.00	0.00	575,672.00	0.00	NO-DEBT NOT INCR 79-84		
86	NEWBERRY	369,661.00	220,788.00	0.00	220,788.00	148,873.00			
85	OCONEE	918,723.00	0.00	99,233.30	99,233.30	819,489.70	YES-CLASSROOM NEEDS		02.0
86	OCONEE	588,449.00	0.00	0.00	0.00	588,449.00			
85	ORANGEBURG 1	111,308.00	69,106.64	0.00	69,106.64	42,201.36	NO-DEBT NOT INCR 79-84		
86	ORANGEBURG 1	69,748.00	0.00	0.00	0.00	69,748.00			
85	ORANGEBURG 2	77,291.00	0.00	0.00	0.00	77,291.00			
86	ORANGEBURG 2	47,613.00	0.00	0.00	0.00	47,613.00			
85	ORANGEBURG 3	297,352.00	68,670.00	118,075.00	186,745.00	110,607.00	NO-DEBT NOT INCR 79-84		
86	ORANGEBURG 3	186,380.00	0.00	0.00	0.00	186,380.00			
85	ORANGEBURG 4	150,401.00	150,401.00	0.00	150,401.00	0.00	NO-DEBT NOT INCR 79-84		
86	ORANGEBURG 4	96,412.00	96,412.00	0.00	96,412.00	0.00			
85	ORANGEBURG 5	570,665.00	285,332.00	285,332.00	570,664.00	1.00		03.0	
86	ORANGEBURG 5	361,939.00	0.00	0.00	0.00	361,939.00	YES-CLASSROOM NEEDS		
85	ORANGEBURG 6	85,149.00	76,921.36	0.00	76,921.36	8,227.64	YES-CLASSROOM NEEDS		
86	ORANGEBURG 6	51,807.00	0.00	0.00	0.00	51,807.00	YES-CLASSROOM NEEDS		
85	ORANGEBURG 7	74,413.00	0.00	0.00	0.00	74,413.00	NO-DEBT NOT INCR 79-84		
86	ORANGEBURG 7	48,280.00	0.00	0.00	0.00	48,280.00			
85	ORANGEBURG 8	51,034.00	22,851.00	0.00	22,851.00	28,183.00	NO-DEBT NOT INCR 79-84		
86	ORANGEBURG 8	32,055.00	0.00	0.00	0.00	32,055.00			
85	PICKENS	1,288,222.00	644,111.00	644,111.00	1,288,222.00	0.00		02.0	
86	PICKENS	812,076.00	0.00	0.00	0.00	812,076.00			
85	RICHLAND 1	2,616,017.00	0.00	2,616,017.00	2,616,017.00	0.00		04.5	
86	RICHLAND 1	1,638,173.00	0.00	803,983.00	803,983.00	834,190.00		02.5	
85	RICHLAND 2	978,008.00	0.00	853,929.00	853,929.00	124,079.00		12.0	
86	RICHLAND 2	627,716.00	0.00	0.00	0.00	627,716.00	YES-CLASSROOM NEEDS		
85	SALUDA	221,799.00	159,355.00	62,444.00	221,799.00	0.00	YES-FAVORABLE INTEREST		
86	SALUDA	137,770.00	68,985.00	62,444.00	131,329.00	6,441.00	NO-DEBT NOT INCR 80-85		
85	SPARTANBURG 1	370,529.00	0.00	293,515.00	293,515.00	77,014.00		11.5	
86	SPARTANBURG 1	232,203.00	0.00	0.00	0.00	232,203.00			

Table 4-3 continued

FY	DISTRICT	EIA ALLOCATION	APPROVED FOR CAPITAL IMPROVEMENT	APPROVED FOR DEBT SERVICE	TOTAL FUNDS APPROVED	REMAINING EIA FUNDS	WAIVER OF REQUIRED MILLAGE REDUCTION	NUMBER MILLS REDUCED	MILLS REQUIRED IF NO EIA
85	SPARTANBURG 2	596,999.00	0.00	298,500.00	298,500.00	298,499.00		08.2	
86	SPARTANBURG 2	377,411.00	0.00	0.00	0.00	377,411.00			
85	SPARTANBURG 3	315,691.00	157,846.00	157,845.00	315,691.00	0.00		04.2	
86	SPARTANBURG 3	196,768.00	98,383.00	98,384.00	196,767.00	1.00		02.6	
85	SPARTANBURG 4	239,792.00	119,896.00	119,896.00	239,792.00	0.00		06.4	
86	SPARTANBURG 4	148,716.00	0.00	148,716.00	148,716.00	0.00		07.5	
85	SPARTANBURG 5	391,244.00	0.00	195,805.00	195,805.00	195,439.00		06.5	
86	SPARTANBURG 5	247,836.00	0.00	0.00	0.00	247,836.00			
85	SPARTANBURG 6	716,531.00	0.00	673,178.00	673,178.00	43,353.00			08.7
86	SPARTANBURG 6	454,046.00	0.00	0.00	0.00	454,046.00			
85	SPARTANBURG 7	987,497.00	30,628.00	956,869.00	987,497.00	0.00		11.5	
86	SPARTANBURG 7	617,121.00	19,129.00	597,992.00	617,121.00	0.00		06.6	
85	SUMTER 2	779,466.00	770,743.24	0.00	770,743.24	8,722.76	YES-FAVORABLE INTEREST		
86	SUMTER 2	494,257.00	0.00	0.00	0.00	494,257.00	YES-CLASSROOM NEEDS		
85	SUMTER 17	815,149.00	350,086.00	0.00	350,086.00	465,063.00	YES-CLASSROOM NEEDS		
86	SUMTER 17	518,979.00	0.00	0.00	0.00	518,979.00			
85	UNION	560,082.00	560,082.00	0.00	560,082.00	0.00	NO-DEBT NOT INCR 79-84		
86	UNION	352,156.00	0.00	0.00	0.00	352,156.00			
85	WILLIAMSBURG	764,071.00	608,951.25	0.00	608,951.25	155,119.75	NO-DEBT NOT INCR 79-84		
86	WILLIAMSBURG	474,912.00	0.00	0.00	0.00	474,912.00			
85	YORK 1	339,443.00	169,721.00	169,722.00	339,443.00	0.00		07.5	
86	YORK 1	220,412.00	110,206.00	0.00	110,206.00	110,206.00			
85	YORK 2	276,310.00	19,700.00	184,166.00	203,866.00	72,444.00		04.0	
86	YORK 2	176,587.00	0.00	0.00	0.00	176,587.00			
85	YORK 3	1,149,153.00	574,577.00	574,576.00	1,149,153.00	0.00		06.5	
86	YORK 3	730,589.00	0.00	0.00	0.00	730,589.00	YES-CLASSROOM NEEDS		
85	YORK 4	255,023.00	0.00	255,023.00	255,023.00	0.00		13.0	
86	YORK 4	163,397.00	0.00	0.00	0.00	163,397.00			
85	YOUTH SERVICES	50,222.00	50,222.00	0.00	50,222.00	0.00			
86	YOUTH SERVICES	32,985.00	17,584.00	0.00	17,584.00	15,401.00			
85	DEPT CORRECT	39,299.00	39,299.00	0.00	39,299.00	0.00			
86	DEPT CORRECT	22,396.00	0.00	0.00	0.00	22,396.00			
85	STATE SUM	55,738,136.00	25,037,502.80	23,503,733.02	48,541,235.82	7,196,900.18			
86	STATE SUM	35,306,814.00	4,031,033.66	4,579,799.22	8,610,832.88	26,695,981.12			

Table 4-4

1984-85 TEACHER GRANTS

Type	District	Grade(s)	Amount
Art	Spartanburg 1	11	$1,993
	Horry	K-3	1,793
	Cherokee	10-12	1,995
	Dorchester 2	11-12	1,996
	Horry	6-8	1,230
Computer-Assisted	Newberry	7-12	1,989
	Anderson 1	5-8	1,393
Auditory Training	Deaf/Blind	K-5	2,000
Basic Skills	Cherokee	3	1,729
	Charleston	9-12	2,000
	York 3	7-9	1,729
Math	Richland 2	K-5	2,000
Reading/Computer-Assisted	Richland 1	3	2,000
Writing	York 4	6-8	1,967
	Spartanburg 7	12	1,269
Science	Georgetown	7	832
Home Lending Library	Richland 2	K	2,000
Home Reinforcement	Horry	K-2	816
Career Education	York 1	7-8	1,998
Class Management	York 4	5	2,000
Composition Skills/Computer-Assisted	Union	10-11	2,000
Energy Awareness	Greenville	5	1,248
English for Non-natives/ Computer-Assisted	Spartanburg 7	10-12	1,940
Environmental Education	Charleston	10	2,000
Foreign Language	Spartanburg 7	10-12	1,465
	Spartanburg 1	5	1,993
	York 3	10-12	1,997
	Kershaw	10-12	1,837
Computer-Assisted	Berkeley	9-12	1,696
GED/Computer Assisted	Youth Services	9-12	1,736
Gifted and Talented	Greenville	8	2,000
	Greenville	7	2,000
	Edgefield	9-12	1,999
	Spartanburg 3	7-8	907
	Aiken	4-6	1,989
	Greenville	7-8	1,980
	Spartanburg 7	6	2,000
	Greenville	8	1,996
	Lexington 1	4-6	2,000
	Greenville	6-8	1,034
	Spartanburg 3	4-6	1,060
	Greenville	3	2,000

Table 4-4 continued

Home Education Awareness	Beaufort	Pre-K-K	2,000
Homework Motivation	Spartanburg 7	4-6	1,675
Health	Darlington	3	1,997
Interdisciplinary Writing	Pickens	10-12	1,950
Language Arts	Beaufort	K-6	2,000
	York 3	8	1,479
	Richland 2	1-3	1,579
Computer-Assisted	Spartanburg 7	8-9	1,971
	Darlington	7-12 LD	1,925
Living Skills	Berkeley	TMH	2,000
Math	Greenville	7	754
	Aiken	4	1,997
	Florence 1	9	1,335
	Spartanburg 1	9-12	1,999
	Lexington 2	6	1,440
	Georgetown	1	1,995
	Dorchester 2	3-5	1,000
	Barnwell 45	5	1,148
Computer-Assisted	Aiken	9-12	2,000
	York 3	1 & 6	1,974
	Charleston	8-9	2,000
	Anderson 5	9	2,000
Volunteer Program	Chester	7-8	1,998
Music	York 3	3	1,961
	York 3	1-6	1,935
	Lexington 2	K-5	1,778
Parent Education	Anderson 5	10-12	1,953
Physical Education	Aiken	Sp. Ed.	1,997
	Barnwell 45	K	1,995
	Richland 2	K	1,430
Preschool Parent Education	Richland 2	K	1,168
Readiness/Math	Greenville	K	2,000
Reading	Greenville	1	1,085
Computer-Assisted	Youth Services	6-9	1,736
	Lexington 1	11-12	1,783
Reference Skills/Computer-Assisted	Lexington 5	9	1,993
Science and Social Studies	Darlington	EMH	1,110
Science	Pickens	3	1,782
	Chesterfield	9-12	2,000
	Deaf/Blind	7-12	2,000
	Berkeley	9-12	1,998
	Spartanburg 3	K	2,000
	Beaufort	3	1,226
	Anderson 5	8	1,999
	York 4	8	1,976
	Barnwell 19	4-8	2,000
Computer-Assisted	Greenville	11	1,874

Table 4-4 continued

Social Studies	Greenville	8	2,000
	York 4	11 Adv. Place	1,155
	Spartanburg 7	4-6	1,900
	Richland 2	K-5	2,000
	Greenville	3	2,000
Socialization Skills	Sumter 2	K-5 Sp. Ed.	2,000
Special Education/Computer-Assisted	Spartanburg 3	K; 3-6	1,999
Study Skills	Spartanburg 2	4	886
Test Skills	Greenville	3	2,000
Thinking Skills	Richland 2	2&3	1,603
Writing	Anderson 1	1	1,993
	Spartanburg 3	6	783
	Richland 1	11	1,827
	Lancaster	11	1,800
Computer-Assisted	Aiken	9-12	2,000
	Dorchester 2	12	1,997
Volunteer Program	Pickens	7	1,715
Vocational Education			
Business Education/Placement	Orangeburg 5	10-12	2,000
Distributive Education/ Computer-Assisted	Oconee	11-12	2,000
Drafting	Oconee	11-12	2,000
Electricity	Oconee	11-12	2,000
Machine Shop	Oconee	11-12	2,000

Table 4-5

1984-85 SCHOOL GRANTS

Type	District	Grade(s)	Amount
Career Education	Lexington 5	9-12 Sp. Ed.	$4,873
	Aiken	7-9	4,988
	Clarendon 2	9-12 Sp. Ed.	4,884
	Darlington	9-12	4,890
	McCormick	10-12	4,348
	Laurens 56	6-12 Sp. Ed.	4,944
	Kershaw	10-12	5,000
	Charleston	6-8	4,902
	Jasper	9-10	4,896
	Bamberg 1	9 Sp. Ed.	4,896
	Sumter 2	9-12 Sp. Ed.	4,198
Computer Literacy	Youth Services	7-12	3,015
	Lancaster	6-8	5,000
	Colleton	4-5	4,948
	Greenville	6-8	4,096
	Lexington 4	7-8	4,582
	Florence 1	7-8	2,629
	Hampton 1	5-8	4,045
	Florence 1	7-8	2,236
Management	Greenville	6 G & T	2,371
	Anderson 4	9-12	4,935
	Darlington	K-6	4,954
	Lexington 2	4-5	4,722
In-School Suspension	Spartanburg 2	7-12	2,809
Language Arts/Oral	Spartanburg 7	K-1	1,997
Individualized Instruction	Newberry	6-8	3,505
Math/Prescription	Georgetown	1-5	4,700
	Barnwell 19	4-8	4,590
Mastery	Sumter 2	Pre-K-6	4,925
Readiness	Greenville	K	3,401
	Chesterfield	Pre-K-1	4,000
	Orangeburg 4	K	1,525
	Anderson 4	K	3,567
Computer-Assisted	Spartanburg 7	10-12	2,455
	Richland 1	10-12	1,683
	Florence 1	9-12	2,236
	Charleston	9-12	2,454
Physical Education	Georgetown	6-8	5,000
	Saluda	K-4	5,000
Preschool Skills	Greenville	Pre-K-K	4,651
	Laurens 55	K	3,363
	Orangeburg 7	Pre-K	4,222
	Laurens 55	1	4,140
Precision Teaching/Basic Skills	Colleton	4-5	3,990
	Colleton	K-3	4,029
Reading	Richland 1	9-12	4,755
	Lexington 2	K-5	5,000
Reading Readiness	Laurens 55	K-1	2,660
Science/Individualized Instruction	Barnwell 29	7-12	3,505
	Chester	7-8	4,651
	Cherokee	7-9	4,898
	Florence 1	9-10	4,446
Life Science	Charleston	10-12	3,836
Supervision	Spartanburg 1	K-6	4,351
Thinking Skills	Richland 2	K-5	4,213
	Berkeley	1-8	3,532
	Lexington 2	K-5	3,628
	Spartanburg 2	1-6	5,000
	Richland 2	9-12	3,700
	Charleston	9-12	4,975
Writing Skills	Pickens	7-9	5,000
	Barnwell 19	1-3	3,540

CHAPTER 5

COMMUNITY INVOLVEMENT

One of the goals of the Education Improvement Act is the creation of more effective partnerships among the schools, parents, community, and business. The Act seeks to broaden community involvement in the schools and to increase the participation of business and industry. This chapter of the report will examine school- home and school-community relationships and the benefits acquired from this extended community involvement in school affairs. To examine community involvement, the following indicators will be reviewed in this report:

- Descriptions of school-business partnerships, parent involvement, community involvement, volunteers, and parent education
- South Carolina Foundation for Public Education
- Surveys of opinions and attitudes of parents, the public, and teachers

In the future, reports will include:

- Schools matched on similar characteristics with and without community involvement
- School personnel, parent, and business community satisfaction levels

Business/Education Partnerships

Business/education partnerships are formal agreements between private sector entities and schools; these agreements match educational needs with available business and commercial resources to improve the quality of education within a community. Although participation by individual schools and school districts in formal partnerships is actively encouraged, it is not required by the law.

The specific provision in the EIA which focuses on business involvement in public education calls for the creation of business/education partnerships (e.g., the widely publicized adopt-a-school programs and the active involvement of business leaders in school affairs (e.g., service on school improvement councils).

At the same time that a leadership network of educators was being established, a leadership network of representatives from the private sector was also being identified. Ten major areas of business in South Carolina were contacted and strategies were mapped out for creating partnerships between their many settings across the State and the schools in those geographic regions. These ten groups -- chambers of commerce, real estate, broadcasting, press, retail merchandising, federal/state agencies, electric utilities, telephone, state colleges and universities, and banking --have been notably creative and participatory. For example:

- Members of the South Carolina Broadcasters Association agreed to promote the partnership effort by affording air time to the schools for encouraging adopt-a-school and similar activities.
- Housing and Urban Development (HUD) (located in Columbia) adopted the school district of Jasper County, offering staff development opportunities in management, landscaping plans for schools, and classroom enrichment.
- Rock Hill Chamber of Commerce adopted Rock Hill and Northwestern High Schools. The Chamber members developed a course on business; and applied to and received permission from the South Carolina Department of Education to award economics credit. The course is taught by members of the Chamber of Commerce.
- Francis Marion College adopted a nearby elementary school. The college provides field trip experiences (e.g., art exhibit) and use of facilities (e.g., physical education department). The students in the education department tutor low-achieving students in reading and math on a one-to-one basis.
- Chick-Fil-A in Charleston formed a partnership with a local middle school and initiated a project focusing on "self-esteem"/"motivation." They donate a bouquet of helium-filled balloons and award food coupons to pupils chosen as student of the week by the faculty.

- A McDonald's restaurant in Greenville instituted a cooperative work program with the school system. The guidelines of the program reinforce good grades, attendance, and discipline. The student employee and parent sign an agreement in which the student must maintain passing grades in school, keep attendance high and tardies below district standards, and maintain a good discipline record. They must also be on time for work and inform the employer at least two weeks before quitting. If a student fails a course, he/she will be placed on probation for nine weeks and work hours will be reduced by 20%. If the grade is not brought up, McDonald's dismisses the student.

- The Hilton Head Rotary, in a partnership effort with the local school system, provided a youth center which has become a major recreational facility. They also sponsor a career day for high school students, with members of the Rotary Club serving as resource speakers. The Club also offers scholarships to area youth, similar to other Rotary Clubs.

For 1984-85, the following statistics present a promising picture of the involvement of business-education partnerships in the schools of South Carolina.

- Local school board policy on business-education partnerships has been established in 26 districts.

- 75 districts enlisted the participation of business representatives on school improvement councils and/or advisory councils.

- 35 school districts have formed adopt-a-school partnerships.

- 749 businesses are participating in partnership activities by providing general resources and services to the school system.

- 598 businesses are participating in business-education partnerships by providing resources or experts in specific areas for a special project or event.

- Foundations for special programs/projects have been established in 21 districts.

- 60 school districts are reciprocating the contributions of businesses with services/resources from the schools.

- A list of individuals who can serve as resource persons for business- education partnership programs has been established in 43 districts.

South Carolina Foundation for Public Education

Adhering to State Board of Education regulations, a committee of business and education leaders in South Carolina was established to initiate a plan for creating a public education foundation. A member of the State Board of Education was appointed to serve as the liaison between the Board and the committee. The purpose of the nonprofit organization as set forth in the law is to fund exemplary and innovative projects which supplement the activities being funded by EIA appropriations.

Focusing on grades K-12, the bylaws and articles were assembled with the volunteered assistance of a lawyer who serves on the committee. A board of directors comprised of private sector leaders in the state was identified and will be invited to serve once the legal procedures are completed. Meanwhile, two individuals have been appointed to serve in the capacity of temporary custodians.

The South Carolina Foundation for Public Education is scheduled to become fully operational during the 1985-86 school year. It will function apart from the State Department of Education.

Status of Community Involvement Programs in South Carolina

School volunteer programs involving varied combinations of parents, civic groups, senior citizens, and business groups are operating in 75 school districts in South Carolina. Some of these programs have just begun while others are well- established and function as an ongoing part of the total school system.

Highly successful volunteer tutorial programs are established in Richland School District 2, Rosewood Elementary School of Richland 1, Dillon High School of Dillon 2, and Merrywood Primary School of Greenwood 50. In these programs, parents, grandparents, businessmen, retirees, other senior citizens, and college students serve as tutors in reading and math. At Dillon High School, lawyers, school board members, ministers, and retired teachers serve as tutors in addition to the above described groups.

A volunteer program at Fort Mill Elementary School in York School District 4 began with church circle volunteers in 1978 and gradually expanded to include parents and other community members. Charleston, Greenville, Georgetown, Anderson 5, and Spartanburg 6 school districts all have well-established districtwide school volunteer programs drawing from elaborate networks of community and parent groups.

The Charleston County School Volunteer Program was initiated prior to the EIA in 1975 and utilizes a steering committee at each school to coordinate five or six varied areas of volunteer services. Five or six subchairmen on the committee are each responsible for coordinating one service area such as tutoring, classroom assistance, clinics, grounds beautification, etc.

Lexington School District 5's Project LOVE (Let Older Volunteers Educate) is the most well established senior citizen volunteer program in the state. Initiated in 1981, this program currently places senior citizens as volunteers in various capacities in three schools of that district.

Plans are to expand the participation of civic groups, senior citizens, and businesses in volunteer programs in South Carolina schools in 1985-86. School districts use these categories of school volunteers in the following distribution:

Category	Number of School Districts Using the Volunteer Categories
Parent Volunteers	*72*
Student Volunteers	*33*
Retired/Senior Volunteers	*38*
Non-parent Volunteers	*31*
Civic/Professional Groups	*39*

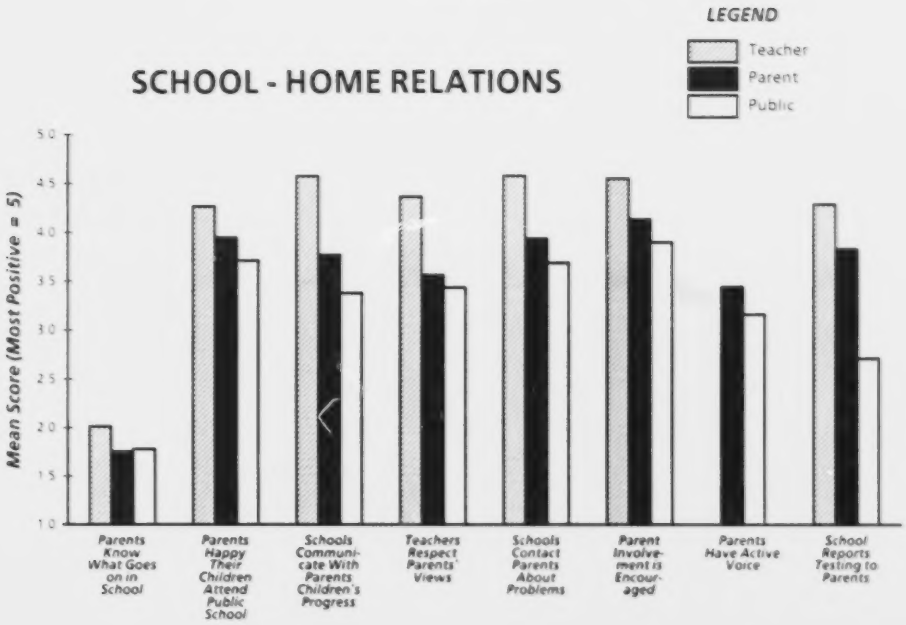
Surveys of Attitudes and Opinions

School-Home Relations

The July-August 1985 surveys of 302 members of the general public, 207 parents with children in the public schools, and 400 public school teachers asked several questions reflecting school-home relations. The responses are encouraging but also raise several questions.

A look at the mean scores for the responses (Chart 5-1) show that teachers are more positive about school-home relations than the other two groups. However, parents and the public generally agree that parents are happy their children attend public schools and schools communicate the children's progress. They also agree that teachers respect parents' views, parent involvement is encouraged, and schools contact parents about problems. Yet, only 15% of the parents, 16% of the public, and 20% of the teachers agreed that parents know what goes on in public school these days.

Chart 5-1

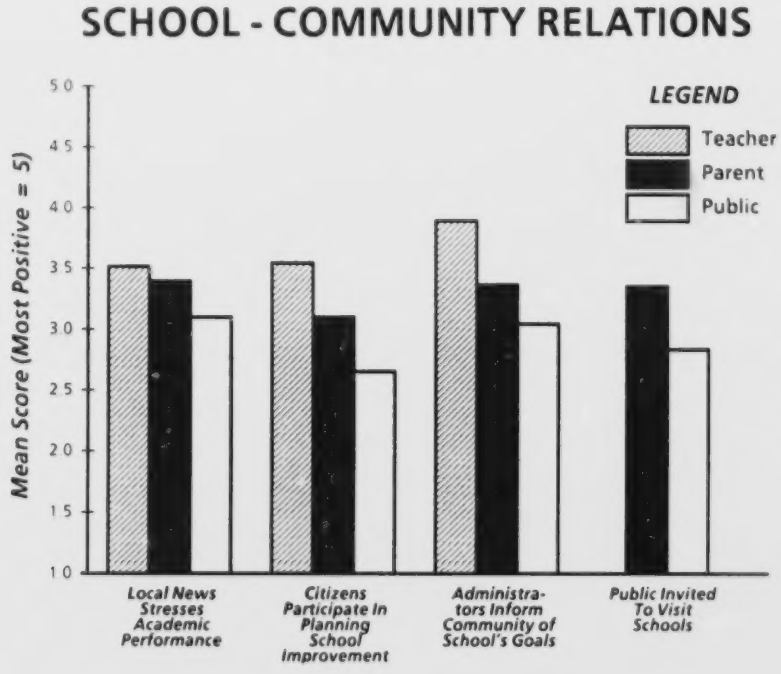


It may be that parents, and the public, are aware of the schools' activities to inform parents as to what goes on, however, all three groups still question the parents' level of knowledge about the schools. Items on the 1986 survey may provide insight into reasons for the apparent contradiction. Changes in the perception of "how much parents know" will be interesting to watch as the EIA community programs are implemented.

School-Community Relations

School-community relations offer a less positive picture than school-home relations (Chart 5-2). All of the four items concerned with this topic elicited positive responses from little more than half of the public.

Chart 5-2



Although 70% of the teachers agree that citizens participate in planning for school improvement, only 56% of parents and 46% of the public seem to think so. The response to "School administrators sponsor activities, such as open meetings, to inform people in the community of the schools' goals" was a little more positive. Eighty percent of the teachers, 66% of the parents, and 57% of the public agree with this statement. Only 49% of the public and 65% of parents agree with "People from outside the school are often invited to visit the school."

The Education Improvement Act seeks to increase the involvement of the community and the participation of business and industry in the public schools. As more and more schools become involved in the programs of volunteers and businesses described earlier in this chapter, future surveys should show more positive reactions to questions of school-community relations.

School Improvement Councils

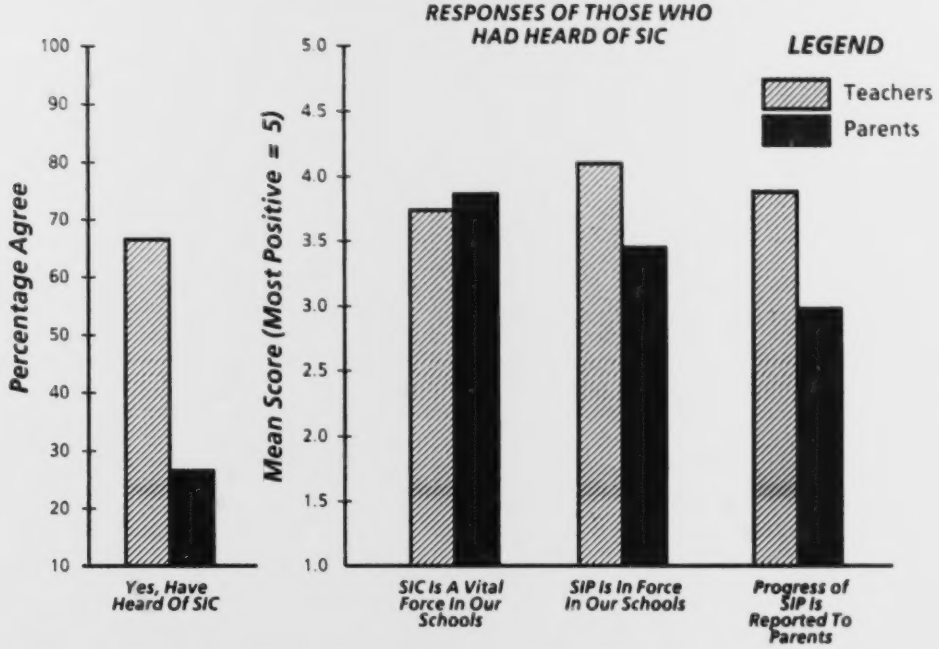
Teachers and parents were asked the question, "Do you know what the school improvement council is?" Response from one-fourth of the parents (26%) and two- thirds of the teachers (66%) indicates that they do know what this organization is.

The Education Improvement Act created school improvement councils by renaming the school advisory councils established under the Education Finance Act of 1977 and expanding their responsibilities. The Councils, which include elected parents and students, other representatives of the community, and persons selected by the principal assist in the development of the school improvement reports, monitor school improvement, and provide advice on the use of school incentive grant awards.

Of the parents who say they know what the councils are, 78% consider it a vital force in the school. Of parents, 67% agree that the school improvement plan is in force (see Chart 5-3).

Chart 5-3

THE SCHOOL IMPROVEMENT COUNCIL



Of the teachers who know of the Councils, 74% consider it a vital force and 87% agree the improvement plan is in force. Approximately 79% of the teachers agree progress toward meeting the objectives of the plan is reported to parents, but only 52% of the parents agree.

To strengthen the involvement of parents in their children's education, the Education Improvement Act directs that each school have active parent and teacher participation on the school improvement council. Changes in awareness and attitudes toward the councils on the part of parents and teachers should improve as the EIA is implemented and the councils become more active.

CHAPTER 6

PUBLIC CONFIDENCE

The level of confidence which the citizens have in South Carolina schools will be examined throughout the implementation of the Education Improvement Act. The confidence levels will be established by attitude surveys and public/private school involvement patterns.

The indicators to be reviewed in every report are:

- Independent surveys of attitudes of individuals and groups such as the public and parents with children in public schools

- Enrollment trends in public/private schools in South Carolina

The first survey of student attitudes will not be conducted until the spring of 1986. It should also be noted that, in the future, employers and the business community will be polled as a separate group.

Attitudes and Opinions on Education

In July and August of 1985, opinion polls were conducted with the public, parents with children in public schools, and public school teachers. The purpose was to obtain a broad range of information on the opinions and attitudes of these groups toward education, schools, and the Education Improvement Act. These surveys, will be conducted yearly and should give an indication of changes in attitudes and opinions toward public education as the EIA is implemented. The responses can also provide a measure of the success schools are having in encouraging the growth of factors found to be effective in school improvement (see Appendix C for details of the survey).

General Issues in Education

Question: *"How would you rate the overall quality of education in South Carolina:excellent, good, fair, or poor?"*

		1983	1985		
		Public	Public	Parents	Teachers
Response:	Excellent	5%	4%	5%	12%
	Good	30%	38%	44%	65%
	Fair	36%	38%	38%	19%
	Poor	27%	14%	11%	4%
	Don't Know	1%	6%	1%	---

This initial question on the 1985 survey was also a part of an earlier survey of public opinion conducted in July 1983, prior to the passage of the Education Improvement Act. Since 1983, the public has become slightly more positive in its attitude toward the quality of education. Forty-two percent of the public answered "excellent" or "good" in 1985, an increase from 35% in 1983. Those responding "poor" fell from 27% to 14% during this same time span.

The more recent survey polled parents and teachers as separate groups, while the 1983 survey included them as a part of the general public. Parents and teachers responded more positively than the general public about the quality of education since 49% of parents and 77% of teachers answered "excellent" or "good."

Question:	"Would you say that the overall quality of education in South Carolina is improving, staying the same, or getting worse?"			
		1985		
		Public	Parents	Teachers
Response:	Improving	54%	63%	91%
	Staying the Same	26%	20%	5%
	Getting Worse	13%	12%	3%
	Don't Know	7%	5%	1%

For those parents and members of the public who said they think the quality of public education is "good," "fair," or "poor," the question "Would you say that the overall quality of education in South Carolina is improving, staying the same, or getting worse?" was raised. As shown in the figures, 63% of parents say education is improving. Of the general public, 54% agree it is improving. All teachers, regardless of how they rated the quality of education, were asked what they thought on this issue, and a resounding 91% replied "improving."

Statement:	" Our public school system in South Carolina is about as good as it will ever be."			
		1983	1985	
		Public	Public	Parents
Response:	Strongly Agree	6%	8%	5%
	Agree	5%	7%	6%
	Disagree	16%	22%	23%
	Strongly disagree	72%	60%	60%
	Don't know	1%	4%	5%

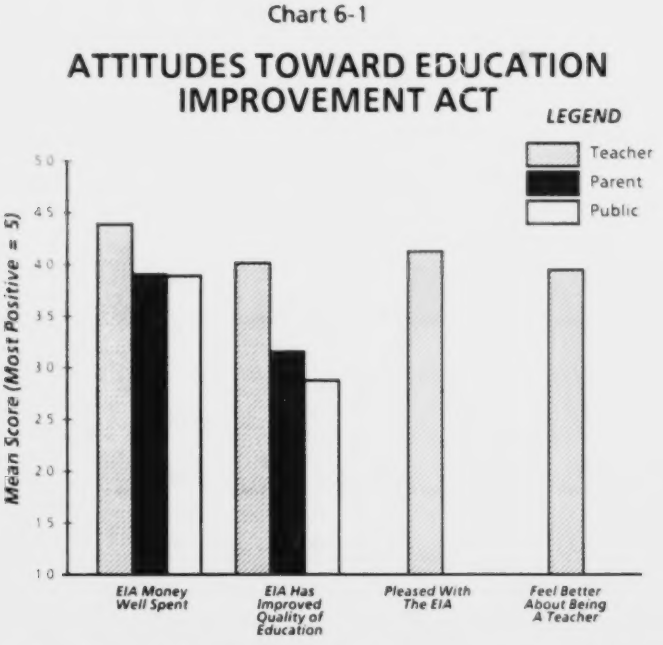
One additional statement from the 1983 survey was presented to the public and parents in the 1985 polls: "Our public school system in South Carolina is about as good as it will ever be." The public still disagrees with the view that South Carolina schools cannot improve. Almost ninety percent (88%) disagreed in 1983 and 82% of the public and 83% of the parents still disagree in 1985.

Attitudes Toward the Education Improvement Act

The 1985 surveys contained additional questions on attitudes toward public education and the EIA. For analysis, these questions have been grouped into four areas: (1) attitudes toward the EIA, (2) attitudes toward public education, (3) problems in public education, and (4) money issues in education. The charts which follow present the mean scores for the responses to individual items. The most positive response ("strongly agree") receives a weight of five, and the most negative response ("strongly disagree") receives a weight of one. The "undecided" category is weighted three.

As shown in Chart 6-1, teachers, in particular, have very positive attitudes toward the Education Improvement Act. Ninety percent of the teachers and 75% of the parents and the public agree that the money is well spent on EIA. In response to the statement that EIA has improved the quality of education, 83% of the teachers agreed. In contrast, however, only 62% of the parents and 57% of the public agreed. Teachers say they feel better about being a teacher as a result of the EIA (78%). Almost ninety percent of the teachers (87%) are "generally pleased with the Education Improvement Act." An open-ended question in the survey asked them to explain why they were or were not pleased with the Act. Of those who are pleased, 48% specifically mentioned the emphasis on education and basic skills. As teachers they have witnessed some effects already, such as the opportunity to pinpoint problems and weaknesses in student performance and curriculum in order to take immediate action. The teachers feel more of an incentive to do well and think that more competent teachers will be attracted to the state. "It has put pressure on poor teachers to get on the ball." In order of frequency, the following positive points of the Act were mentioned: improved salaries, better attendance policies, more emphasis on parent/community involvement, and more supplies/equipment available.

Chart 6-1

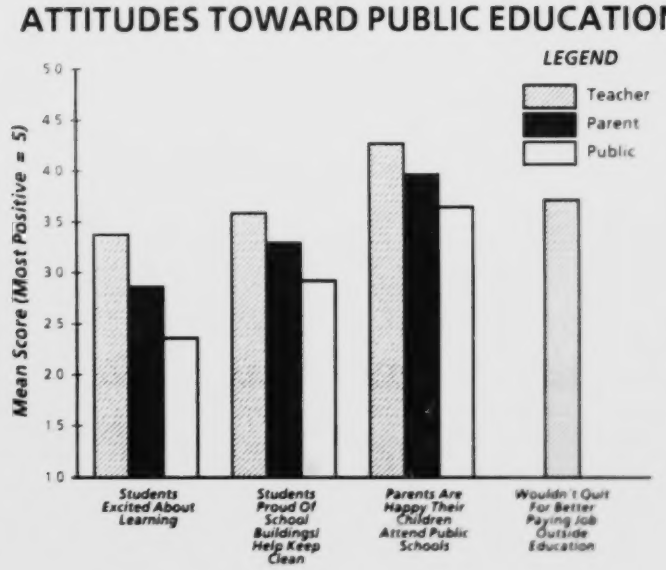


The majority of those not pleased with the Education Improvement Act say that their time has become too occupied with increased paperwork and administrative duties. Many of the individuals polled state that it is just too early to assess the Act. Many also complain that the Act is implemented differently from county to county. Some teachers feel that school is not "fun" anymore since there is so much "time on task" in the classroom. They consider field trips and other activities as being important for well-rounded learning.

Attitudes Toward Public Education

The questions included under attitudes toward public education look at four aspects of this topic (Chart 6-2). Less than half the parents (46%) and one-third of the public (33%) think that students in the public schools are excited about learning. Teachers, however, were more positive, with 66% agreeing. There is also some disagreement on whether students are proud of their school and help to keep it attractive. Almost twenty percent (18%) of the parents strongly disagreed with this statement and only 52% of the public agreed. Teachers held the most positive view with 72% agreeing with the statement.

Chart 6-2



One of the more encouraging reactions was in response to the statement "Parents in our area are happy their children attend public schools." Eighty-two percent of the parents, 92% of teachers, and 73% of the public agreed. Teachers also provided an encouraging sign when only 26% agreed that if they were offered a better paying job outside education tomorrow, they would quit teaching.

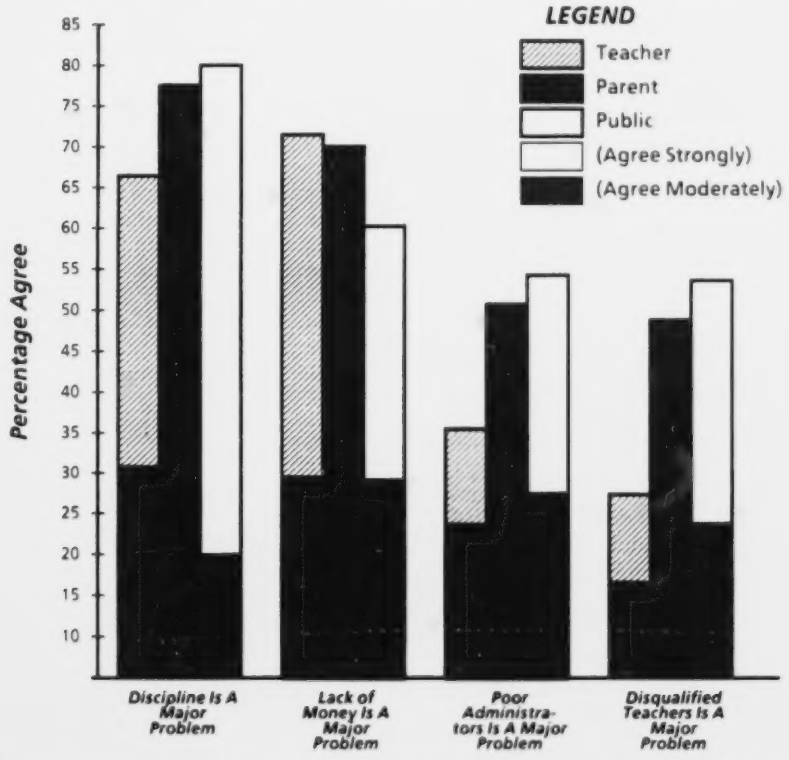
Problems in Public Education

Four issues were tested as "major problems" in this research: (1) discipline, (2) lack of money, (3) poor administrators, and (4) unqualified teachers. Please note that in Chart 6-3, which gives the mean scores for the issues discussed above, the statements are reversed so that a positive score indicates the issue is not seen as a problem.

Among parents, 78% say discipline is a major problem. This is followed by a lack of money available for public education (70%), poor quality administrators (51%), and unqualified teachers (49%).

Chart 6-3

MAJOR PROBLEMS IN EDUCATION



For members of the general public who have no children in the public schools, discipline is chosen as a top problem by 80% of the sample. After discipline, the order of problems, as ranked by the public, is lack of money (61%), poor quality administrators (55%), and unqualified teachers (54%).

Of all teachers interviewed, 72% agreed that lack of money is the biggest problem. Other major problems, as ranked by the teachers, are discipline (67%), poor administrators (36%), and unqualified teachers (28%).

The issue of discipline was further explored with two additional items, "Misbehavior in the public schools in my area is handled effectively" and "Parents take responsibility for their children's behavior in public schools in my part of the state." While 79% of teachers think misbehavior is handled effectively, parents and the public have reservations about it. Only 51% of the parents and 45% of the public agree it is handled effectively. The public and parents were asked to respond to "Parents take responsibility for their children's behavior," and varied widely in their opinions. On the part of the public, only 37% of the public agrees that parents take the responsibility. The parents, on the other hand, say 63%, of them do take the responsibility. One fourth of the parents (25%) disagreed strongly with the statement.

Analyzing the responses to the statements on discipline as a whole, it appears that although discipline is seen as a problem for the schools, the public and some parents see it as a wider problem with which the schools must deal. Yet, while teachers see schools dealing effectively with the problem, the others do not. This may reveal a communication problem for the schools which can be corrected. It may be that as the EIA mandated State Board regulations for minimum standards of conduct and behavior, are publicized and enforced, opinions on discipline as a problem will improve. The responses to future surveys will give better information as to how this issue is viewed.

The issue of unqualified teachers was also further explored with an additional item, "Teachers in the public schools in my part of South Carolina know the material they teach." Ninety-six percent of the teachers, 73% of parents, and 68% of the public agreed. The differences in the responses to the two items suggest that, although the public and parents think that most teachers are qualified, they also agree that unqualified teachers, whatever the number, are a problem for public education.

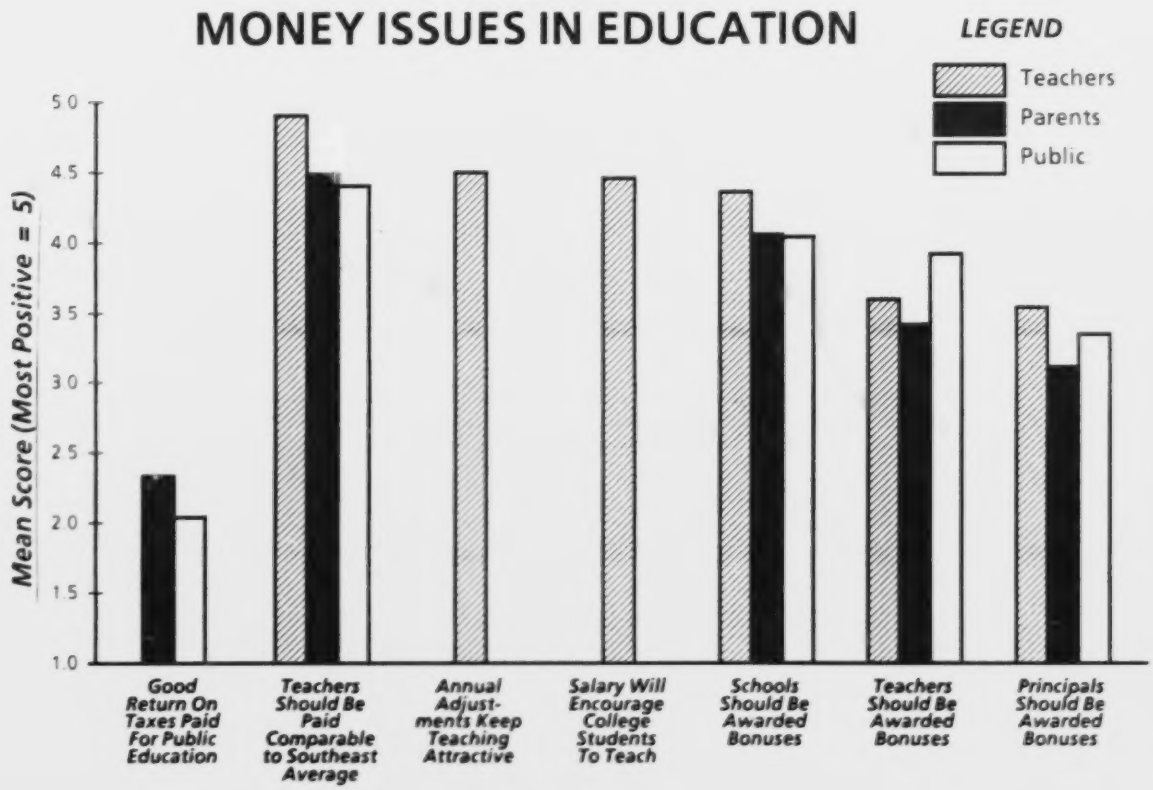
Lack of money continues to be viewed as a problem for public education although the Education Improvement Act provided an additional $202 million for 1984-85. This situation seems to reflect support for the additional funds the EIA will contribute to education in the next four years.

Money Issues in Education

South Carolinians are divided on whether they "get a good return on the tax money spent for education." Sixty-six percent of the public and 56% of the parents agree that they do not get a good return on their taxes for education. This response would appear to be contradictory to the positive responses to "Money is well spent on the Education Improvement Act." However, it appears that while the additional funding for education is viewed as necessary by the respondents, they see no clear evidence that there has been a good return on their money.

Other questions on money issues in education covered attitudes and opinions toward specific funding programs in the Education Improvement Act (Chart 6-4). There is very strong support for raising teachers' pay to a level comparable to the southeastern average. Eighty-nine percent of the public, 90% of the parents and 98% of the teachers agree with this program of the EIA. As discussed in Chapter 3, 90% of the teachers agree that the annual salary adjustment will keep teaching attractive and encourage college students of greater academic capability to consider a career in teaching.

Chart 6-4



The public, parents, and teachers are very positive about awarding bonuses to schools which "develop unusually successful programs." Ninety-one percent of the teachers and 82% of the parents and the public agree with the idea of bonuses for schools. The public (80%) was almost as positive about rewarding teachers who do a good job with bonuses. Teachers (69%) and parents (66%) were less positive. Bonuses for principals based on job performance received the least positive response. Sixty-eight percent of teachers agree, while only 59% of the parents and 65% of the public are in agreement about principal bonuses. Since none of the incentive programs in the Education Improvement Act have been implemented, it will be interesting to watch for changes in attitudes as the guidelines for teacher, principal, and school incentive programs are begun.

Enrollment Trends in Public and Private Schools

Another measure of public confidence in public schools is the trend in private school enrollment (Table 6-1). The number and percentage of students in private schools in the state have remained relatively stable for the last five years.

Table 6-1

Enrollment Trends in Public and Private Schools

Year	Enrollment		Percentage of Total Enrollment in Private Schools
	Private	Public	
1980-81	*51,473*	*633,241*	*7.5*
1981-82	*51,184*	*626,001*	*7.6*
1982-83	*51,445*	*621,497*	*7.6*
1983-84	*51,219*	*617,701*	*7.6*
1984-85	*51,406*	*615,914*	*7.7*

CHAPTER 7

RECOMMENDATIONS

Teacher Incentive Program

The Teacher Incentive program implementation schedule should be amended to allow for an additional year of pilot-testing. Furthermore, the scope of the second pilot-test year should be expanded from nine districts to include up to one half of the school districts in the state.

The pilot-testing of three teacher incentive program models in nine school districts will not be completed until the end of the school year, June 1986. Summary evaluation information from the nine project sites will be available in July, 1986. Under current law the chosen program is to be implemented statewide two months later in September 1986. This time frame constrains the analysis of the data from the nine pilot districts; sharing of information with the nine districts and with other school districts in the state; the review and input from the Teacher Incentive Program Advisory Committee, the Select Committee, the Joint Sub-Committee, and the State Board of Education; revision and dissemination of the program manuals; and communication of the program to teachers and training of districts' staffs.

An expansion of the pilot-testing to include up to one half the districts in the state would increase the amount of direct input from approximately 16% of the teachers to approximately 50% of the teachers. This should further improve the model(s) and increase the acceptance of the program. Also, the teachers involved in the second year of pilot-testing would receive the full amount of incentive pay, which would be a substantial increase per teacher from the 1985-86 amount. An additional year of pilot-testing also would enable districts to modify their teacher evaluation instrument to include a rating of "superior" which is required for the program. Finally, it would facilitate perfecting the student achievement component of the models. The use of student achievement measures in the context of an incentive program is a complex issue, and the additional year of piloting would allow further testing and refinement.

Recommendation

Section 59-21-810 (2) should be amended to read, "The State Board shall cause no more than three programs to be developed or selected in school districts in the school year 1984-85. Pilot-testing of no more than these three programs shall occur in nine school districts, designated by the State Board of Education upon recommendations of the Select Committee, in school year 1985-86. The pilot-testing of up to three models shall be expanded in school year 1986-87 to include up to one half of the school districts in the State and the State Board of Education in consultation with the Office of the Governor by regulation shall implement one program statewide beginning with the school year 1987-88."

Section 59-21-810 (5) should be amended to read, "Beginning with Fiscal Year 1987-88, beginning in the School Year 1987-88, funds for the teacher incentive program must be distributed to the school districts of the State on a per pupil basis. The State Board of Education shall promulgate regulations that ensure that the districts of the State utilize the funds in an appropriate manner to establish a procedure for redistributing funds from districts that do not require all of their allocations. No district may receive funds under this section unless it has an incentive program approved by the State Board of Education."

There is some confusion about the language in the law concerning the implementation of one statewide "program." Does one program mean one model? After much consultation with state leaders on this issue, strong sentiment has emerged which indicates that "program" should not necessarily mean one "model" and that the ultimate number of options included in the final program should depend on the pilot- test results. This change will better address the diversity of the school districts and therefore allow more local options in administration.

Recommendation

Further amend Section 59-21-810 (2) by adding, "The statewide program shall contain the model or models which prove successful during the pilot-testing."

Principal Incentive Program

The funding of the Principal Incentive Program should be changed from the per pupil basis as stated in the Education Improvement Act of 1984. The per pupil basis of funding is not equitable. For example, if we assume that 20% of the principals would qualify for the awards, the awards would vary from a potential high of $21,074 to a possible low of $2,160.

Recommendation

Amend Section 59-24-110(5) to read, "Funds for the school principal incentive program shall be distributed to the school districts of the state on a per principal basis.

The Education Improvement Act authorized the development and implementation of a school principal incentive program. It is recommended that the law be amended to be one program with no more than three models. This change will better address the diversity of the school districts and, therefore, allow more local options in administration.

Recommendation

This issue can be addressed by the following change in Section 59-24-110, "Pilot testing of no more than these three programs must occur in nine school districts, designated by the State Board upon the recommendation of the select committee, in school year 1986-87 and by regulation implemented statewide beginning with school year 1987-88. "The statewide program shall contain the model or models which prove successful during the pilot-testing."

School and District Incentive Program

To be eligible to receive an incentive reward, the law mandates that a school is to show achievement gain over the prior year. Schools which make substantial gains in one year will have difficulty repeating this amount of gain in subsequent years. An alternate approach would be to calculate the school's average gain for two or three previous years, and set a standard to require that the average gain be exceeded in the reward year (history of average gain plus a factor). This would be more equitable and would stabilize the potential variability of the program.

Recommendation

Amend Section 59-18-10 to read, "Beginning in school year 1985-86 an incentive grant fund program must be established by the State Board of Education, acting through the State Department of Education, to reward schools and school districts for exceptional performance for such criteria as: (a) achievement gains over prior years; (b) improved student attendance; (c) improved teacher attendance; (d) improved student attitudes toward learning; (e) improved parent participation; and (f) such other factors promoting or maintaining high levels of achievement or performance.

Vocational centers cannot be included under the language of the present law because of the ineligibility of schools which did not meet the achievement gain criterion. The achievement gain mandate needs to be modified if vocational centers are to be included in this program.

Recommendation

Amend Section 59-18-10 by adding, "Specific criteria shall be established for area vocational centers to be rewarded by incentive grant funds allocated on an unduplicated per pupil basis."

A distinction in the law should be made between school awards and district awards. The language of the present law tends to be school oriented. Additional clarity regarding desired district criteria would be helpful.

Recommendation

Legislative intent regarding school district rewards should be clarified. Examples of such clarification could include either one of the following approaches:

a. **Eliminate school districts as reward recipients entirely.**

b. **Amend Section 59-18-10 by adding, "School districts are to be rewarded according to specific criteria established by the State Board of Education."**

APPENDICES

APPENDIX A

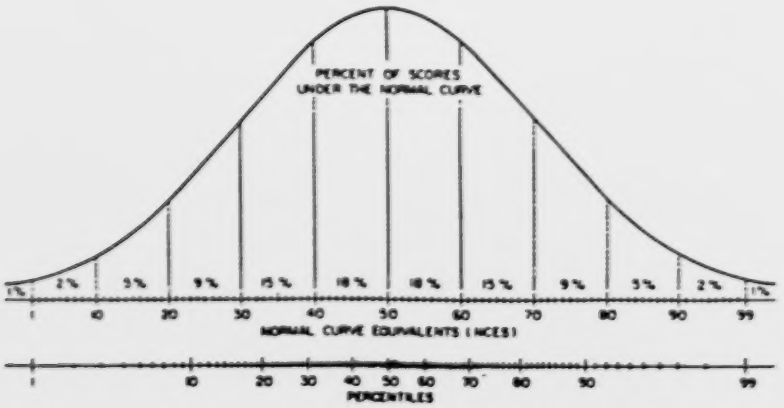
Evaluation Design and NCE Discussion

The evaluation of the first year of the Remedial and Compensatory Program used a norm-referenced model. This design assumes that the program's students will maintain, at posttesting, the same achievement status with respect to the norm group as they had at pretesting, in the absence of the program or any effect of the program. If their post-test status is higher, the assumption is made that the improvement resulted from participation in the program. For example, if a group of students participating in a remedial program scored at the twenty-fifth percentile at the beginning of the program and scored at the twenty-ninth percentile at the end of the program, we would conclude that the program had a positive effect on achievement. In the interest of familiarity, we have spoken in terms of percentiles frequently in this chapter, but much of the evaluation work, and presentation of the results, makes use of Normal Curve Equivalents (NCEs). An explanation of NCEs can be found below.

Normal Curve Equivalents (NCEs)

In most discussions of educational achievement and improvement in achievement, reference is made to percentile ranks or "scores." The use of percentiles is familiar to most of us and the meaning of a percentile score is intuitively useful because it immediately tells where an individual (or a group) stands with reference to a norm group. That is, if a high school senior gets a "91st percentile" score on the math portion of the SAT, we know that the obtained score is higher than that obtained by 91% of the norm group (a large group of similar test-takers). And percentiles are easily understood as an individual takes other tests and is compared to different norming groups. That is, a student may score at the 91st percentile in math, but at the 78th percentile in English, and the 47th percentile in social studies. The problem with percentiles is that they do not form an equal-interval scale, and thus have different meanings at different points in the distribution. And, because percentiles do not form an equal-interval scale, they cannot legitimately be aggregated or averaged.

Normal Curve Equivalents (NCEs) were developed to have some similarity to percentiles in order to aid in understandability, and to form an equal-interval scale to allow mathematical manipulation. NCEs are similar to percentiles in that an NCE of 1 is at the bottom of the distribution, an NCE of 50 is at the midpoint of the distribution, and an NCE of 99 is at the top of the distribution. However, NCEs do form an equal-interval scale which allows us to mathematically manipulate them and to equate gain across the range of achievement. The attached diagram and an example will help in understanding the relationship between NCEs and percentiles. It can be seen that an NCE score of 50 is the same as a percentile of 50. However, moving from a percentile of 50 to one of 60 is clearly not the same as moving from an NCE of 50 to one of 60. This is because, in percentiles, moving from a 50 to a 60 is not the same as moving from an 80 to a 90, but in NCE scores, a move from 80 to 90 is the same amount of change as from 50 to 60.



APPENDIX B

Administrators' Leadership Academy

Programs and Locations

Program Title	Date	Location	Attendance
Orientation for New Superintendents	July 1984	Columbia	8
Orientation for New Principals and Assistant Principals	August 1984	Irmo	107
Manager as Change Agent (SCVDA)	October 1984	Spartanburg	52
Instructional Objectives	October 1984	Three Regions	163
Effective Classroom Management	October 1984	Three Regions	126
School Law	November 1984	Columbia	140
Clinical Supervision	November 1984	Two Regions	88
Instructional Forum (2 days)	December 1984	Columbia	124
Problem Analysis/Decision Analysis (CP&L)	December 1984	Florence	14
Scheduling	January 1985	Columbia	154
Leadership for Principals	January 1985	Three Regions	83
Techniques for Motivating Students and Improving Employee Morale	February 1985	Three Regions	103
Planning and Organizing for Results	February 1985	Three Regions	108
Time-On-Task (USC - Coastal)	February 1985	Conway	42
Communication Skills: Listening, Public Speaking, Professional Writing (2 days)	March 1985	Three Regions	103
Improving Faculty Morale (USC Coastal)	March 1985	Georgetown	29
Time and Stress Management	April 1985	Columbia	58
Problem Analysis (CP&L) (2 days)	May 1985	Florence	20
Staff Development Institute (2 days)	May 1985	Columbia	41
Clinical Supervision Institute (3 days)	June 1985	Santee	17
Interpersonal Skills (SCSBAA)	June 1985	Myrtle Beach	52
Leadership and Team Building	June 1985	Charleston	13
Totals	**Programs**	**Regions**	**Attendance**
	22	35	1618

APPENDIX C

Attitude and Opinion Surveys Information

1983 Survey

The "Public Viewpoint: Education in South Carolina" presented the findings of a scientific public opinion survey of citizens from across South Carolina; 496 respondents were interviewed by telephone between July 21 and July 30, 1983, with the sample controlled to reflect as accurately as possible the geographic, racial, and sexual makeup of the state's population. The survey has a margin of error of +5%. It was developed, executed, and analyzed by Chernoff/Silver & Associates, Columbia, and Metromark Market Research, Inc., Columbia, in conjunction with the South Carolina Governor's Office and the South Carolina Department of Education.

1985 Surveys

The 1985 Education Improvement Act study administered questionnaires to teachers, parents, and the public to assess perceptions of the impact of the EIA on public education in South Carolina. The public and parent study was conducted from July 26, 1985 through August 2, 1985. The teacher study was conducted from August 1, 1985 through August 8, 1985.

Public, parent, and teacher studies were conducted in interviews lasting approximately twenty minutes by telephone.

Four hundred public school teachers were interviewed. These teachers were selected from a list of 35,243 certified South Carolina public school teachers. Every 11th record was chosen for inclusion in the sample. This list of 3,200 records contained the name, address, and county in which the teacher was last known to be teaching. From this list, telephone numbers for 1,682 teachers were located. It was from this final list that telephone calls to teachers were made.

Of those interviewed, 207 were parents whose child or children attend public schools, 302 were members of the general public who do not have children in public schools. Telephone calls for the parent and public studies were made from a computer-generated random sample of telephone numbers throughout South Carolina.

Respondents to the public and parent questionnaires were adults, 18 years of age or older. A quota was maintained on the public sample in order to get a representative distribution of respondents by age group and geography. For both parent and public samples, a quota was maintained for an approximately even distribution of males and females.

The sampling error for the teacher sample (number of completed interviews = 400) is no greater than plus or minus 4.9 percentage points. For the public sample, the sampling error (number of completed interviews = 302) is no greater than plus or minus 5.6 percentage points. And, the sampling error for the parent sample (number of completed interviews = 207) is no greater than plus or minus 6.8 percentage points.

The surveys were developed, executed, and analyzed by Metromark Market Research, Inc., Columbia in conjunction with The Department of Education and Dr. Thomas Cafferty, University of South Carolina.

The parent and public questionnaires were the same except that parents were asked a series of additional questions specifically related to their child's school. The teacher questionnaire was similar in most respects to the parent and public questionnaire, however some questions were replaced in order assess teacher attitudes toward district administration, salary supplements, the teaching profession, and effective schools research.

The questionnaires were designed to serve as a benchmark for future study and, therefore, covered a broad range of issues. Among the issues addressed were attitudes and opinions toward the following:

public education in general
the EIA in general
specific programs in the EIA such as:
    attendance
    incentive pay programs
    school improvement councils
    academic emphasis
    time on task

The surveys also included items concerned with the correlates of effective schools research.

school-home relations
school-community relations
high expectations
frequent monitoring
leadership
positive school climate